**Grade 3 Spanish**

**My View Unit 1 Title:** Entornos

**IB Transdisciplinary Theme Connections: How We Organize Ourselves**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo nos afecta el entorno?  ¿Cómo viajan las personas en diferentes lugares? | Open-minded  Caring | Tier 1:   * corazón * pequeños   Tier 2:   * feroces * exhibía * flexionando * agazapándose * bofetada   Tier 3:   * competencia * resolver * costumbre * ocasión * organización |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited  S: 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.  W: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Desarrollar el vocabulario  S: Hacer inferencias  R: Examinar los cuentos tradicionales y leer un texto para aprender a analizar el argumento y el ambiente de un cuento tradicional.  W: Introducción a los textos mentores e inmersión en las narraciones personales. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) TURN AND TALK Have partners choose which method of travel they use most often and then share their answer with the class.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) Analyze Plot (See Spanish.) THINK ALOUD Analyze Traditional Tales After you reread the traditional tale, say: (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT Some students may not have been able to follow your reading or may not have understood some events in the story. Ask a volunteer to try to summarize or retell the plot or the sequence of events in “El consejo del niño” in a few sentences. Intervene only if the student needs help and write the key words used in the summary on the board.  RETELL TEXTS TEACHING POINT Retelling can help students monitor their comprehension of a story. Tell students that when we retell a story, we tell the most important parts of the story. A retelling maintains the meaning of the story, what the story is about. A retelling also maintains the logical order of the story.  MODEL AND PRACTICE | Text:  Cuento tradicional  **Abuela y la gran calabaza**  pp. T32–T55  Videos: “Dónde vivimos, quiénes somos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Cuentos tradicionales  Cause and effect graphic organizer |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo se relacionan las diferentes culturas con sus entornos? | Open-minded  Caring | Tier 1:   * bien * ventana   Tier 2:   * preparativos * magnífica * reflexionó * celebraciones * satisfecha   Tier 3:   * competencia * resolver * costumbre * ocasión * organización |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited  S: 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.  R: 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).  W: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Desarrollar el vocabulario  S: Hacer y responder preguntas  R: Comprender mejor los cuentos folclóricos leyendo un texto e infiriendo el tema de un cuento folclórico.  W: Desarrollar los elementos literarios de la escritura de narraciones personales. | ([T88-T89](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) FREEWRITE Have students freewrite to answer the question on p. 59 and then share their responses.  ([T90-T91](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) SPANISH LANGUAGE DEVELOPMENT Ask students to reread this page aloud and identify the descriptions of Gregorio’s field and of the horse given as a gift. Tell them to take turns saying what mental images these descriptions create in their minds and ask them to try providing further details using adjectives other than those the author has used. WRAP-UP Analyze plot Use the Problem and Solution Chart to help students understand plot. (See Spanish. | Text:  Cuento folclórico  **¿Por qué el cielo está tan lejos?**  pp. T102–T117  Videos: “Dónde vivimos, quiénes somos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Cuentos folclóricos  Problem and Solution chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo puede el entorno afectar nuestras vidas y relaciones? | Open-minded  Caring | Tier 1:   * pero * corriendo   Tier 2:   * sueña * fascinante * aburrido * descubrimiento * orgulloso   Tier 3:   * competencia * resolver * costumbre * ocasión * organización |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral)  R: 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).  W: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Desarrollar el vocabulario  S: Usar la evidencia del texto  R: Explorar los entornos leyendo un texto que ayuda a analizar a los personajes de la ficción realista.  W: Desarrollar la estructura de la escritura de narraciones personales. | ([T150-T151](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) TURN, TALK, AND SHARE Have students write their responses to the *Intercambiar* ideas activity on *Libro* *interactivo* *del* *estudiante* p. 95.  ([T152-T153](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) WRAP-UP Use a T-Chart to help students observe how Dara’s feelings change depending on the environment. (See Spanish.) THINK ALOUD Analyze Realistic Fiction (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT Ask students to think of situations in which they have felt something similar to what Dara felt on her first days at school. Encourage them to share their experiences and say whether they managed to overcome or adapt themselves to a new environment. | Text:  Ficción realista  **“Cocoliso”**  pp. T164–T179  Videos: “Dónde vivimos, quiénes somos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Ficción realista  T-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué soluciones creativas tienen las personas para sobrevivir en su entorno? | Open-minded  Caring | Tier 1:   * primero * blanco   Tier 2:   * proteger * falta * exposición * nómadas * paisaje   Tier 3:   * competencia * resolver * costumbre * ocasión * organización |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited  S: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Desarrollar el vocabulario  S: Usar la evidencia del texto  R: Conocer más acerca del tema Entornos leyendo un texto y aprendiendo a analizar los elementos del texto informativo.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir narraciones personales. | ([T212-T213](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) QUICK WRITE Have students freewrite to answer the Quick Write question on p. 131 and then share their responses.  ([T214-T215](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) WRAP-UP Analyze Plot Use a T-chart to help students note the problems Hopi faced to survive in the desert and how they solved them. (See Spanish.)  THINK ALOUD Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help students to prepare for the reading “Sobrevivir en las Cuatro Esquinas,” read out loud this brief summary: (See Spanish.) Ask students to pay attention to the text while you read to discover: • What is the temperature during the day and how much it goes down at night. • What is the name for the method used to cultivate with little water. • What is the material houses are made of to keep them cold. | Text:  Texto informativo  **Vivir en el desierto**  pp. T226–T249  Videos: “Dónde vivimos, quiénes somos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  Analyzing plot t-chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Por qué es importante apreciar nuestro medio ambiente? | Open-minded  Caring | Tier 1:   * gente * extra   Tier 2:   * morral * globo * murmullos * ladera * sendero   Tier 3:   * competencia * resolver * costumbre * ocasión * organización |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited  S: 3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | L: Desarrollar el vocabulario  S: Visualizar detalles  R: Descubrir más acerca de los cuentos tradicionales y leer un texto que ayuda a analizar el argumento y el ambiente en un cuento folclórico.  W: Publicar, celebrar y evaluar la escritura de narraciones personales. | ([T282-T283](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) TURN AND TALK Have students discuss the Turn and Talk question on p. 175 with a partner and then share their responses with the class.  ([T284-T285](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf)) THINK ALOUD Analyze Origin Myths (See Spanish.)  WRAP-UP Use the T-chart to follow Artemisa and her actions: (See Spanish.) Use the table to register the students’ answers | Text:  Mito  **La flor dorada: Un mito taíno de Puerto Rico**  pp. T296–T311  Videos: “Dónde vivimos, quiénes somos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Mito  t-chart |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Entornos ([**T470**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf))   + Recuerde a los estudiantes la pregunta esencial de la Unidad 1: ¿Cómo nos afecta el entorno? Pídales que respondan a la pregunta en sus cuadernos. Si tienen dificultades para responder:     - Reúna a los alumnos en parejas o en grupos pequeños y pida a cada grupo que repase y responda las preguntas de la semana para cada texto.     - Luego, pida a los estudiantes que hagan conexiones con ideas de otros textos y con el resto del grupo. * **Writing:** Narración personal ([**T463**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Se puede mostrar la instrucción a los estudiantes para que respondan en una hoja aparte. Otra alternativa es imprimir la instrucción de SavvasRealize.com.   + ESCRIBAN sobre una ocasión en la que hayan conocido a alguien. Describan cómo se conocieron y cómo creció su amistad.   + 4-Point Narrative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán qué se puede hacer para mejorar un parque o área de juego local. • Escribirán una carta de opinión dirigida al alcalde o al funcionario a cargo de los parques. ([**T468**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf))   + 4-Point Scoring Rubric: Research Project * **Writing:** Narración personal ([**T463**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_1_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Se puede mostrar la instrucción a los estudiantes para que respondan en una hoja aparte. Otra alternativa es imprimir la instrucción de SavvasRealize.com.   + ESCRIBAN sobre una ocasión en la que hayan conocido a alguien. Describan cómo se conocieron y cómo creció su amistad.   + 4-Point Narrative Writing Rubric | | | |

**Grade 3 Spanish HLA**

**My View Unit 2 Title:** Interacciones

**IB Transdisciplinary Theme Connections: Sharing The Planet**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo conviven las plantas y los animales?  ¿De qué manera los animales se ayudan trabajando en equipo? | Inquirers  Balanced | Tier 1:   * voy * pies   Tier 2:   * atraen * suspendido * batir * zánganos * refugio   Tier 3:   * asociarse * preferir * características * investigar * evitar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.  S: 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.  R: 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Las palabras de dominio específico  S: Supervisar la comprensión/hacer preguntas en tus palabras  R: Aprender más sobre los textos informativos al identificar la idea principal y los detalles.  W: Presentación de los textos mentores e inmersión en los artículos con instrucciones. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) TURN, TALK, AND SHARE Ask students to discuss the main ideas and details in the infographic and share their ideas about other plants and animals that benefit from camouflage.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) THINK ALOUD Analyze Informational Text (See Spanish.) WRAP-UP Use a T-chart to help students identify details about the relationship between bees and flowers. Use the chart to record student responses.  SPANISH LANGUAGE DEVELOPMENT Develop Fluency Have students choose a paragraph to read aloud. Before reading it aloud, tell them to read it quietly and underline the words they cannot pronounce. Help them with word pronunciation. Then tell them to read the paragraph with the appropriate reading rate and intonation. | Text:  Texto informativo  **“Un trabajo en equipo”**  pp. T32–T47  Videos: “Viviendo juntos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  T-chart |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo se apoyan los seres vivos en un hábitat? | Inquirers  Balanced | Tier 1:   * ciudad * cuidado   Tier 2:   * depredadores * protección * inmune * especie * emerge   Tier 3:   * asociarse * preferir * características * investigar * evitar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral)  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Las palabras científicas que describen cosas  S: Evaluar los detalles  R: Aprender más sobre los textos informativos al analizar la estructura del texto.  W: Desarrollar los elementos literarios de la escritura de artículos con instrucciones. | ([T80-T81](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) TURN AND TALK Ask students to use the Turn and Talk directions on p. 271 to discuss the elements of the savanna and how living things interact.  ([T82-T83](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) THINK ALOUD Analyze Informational Text (See Spanish.) WRAP-UP Use a 3-column chart to list details about each key idea in the informational text. (See Spanish.) | Text:  Texto informativo  **Amigos extraños**  pp. T94–T109  Videos: “Viviendo juntos”  Organizers:  CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  3-column chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo puede una cadena de sucesos afectar a los animales SEMANA y a las plantas? | Inquirers  Balanced | Tier 1:   * mediodía * veintisiete   Tier 2:   * dependían * bienestar * población * disponible * equilibrio   Tier 3:   * asociarse * preferir * características * investigar * evitar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL6: Identify contexts that call for academic English or informal discourse.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Las palabras que conectan ideas  S: Resumir la información  R: Aprender más sobre temas relacionados con las interacciones al analizar las ilustraciones de una ficción realista.  W: Desarrollar la estructura de los artículos con instrucciones. | ([T142-T143](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) QUICK WRITE Have students respond in writing to the question on Libro interactivo del estudiante, p. 307, and share their responses.  ([T144-T145](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) THINK ALOUD Analyze Realistic Fiction (See Spanish.) WRAP-UP Use a T-chart to help students show what Jacob did to become a producer, and what he planned to do as a consumer.  SPANISH LANGUAGE DEVELOPMENT Ask volunteers to briefly describe where the story takes place, who the main character is and which other characters appear. Then ask them to tell what the words productor and *consumidor* mean in the context of the story. | Text:  Ficción realista  **Isla de lobos**  pp. T156–T169  Videos: “Viviendo juntos”  Organizers: .  CARTEL DE REFERENCIA PARA LA LECTURA Ficción realista  T-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué manera reintroducir una especie afecta a los animales y a las plantas de un hábitat? | Inquirers  Balanced | Tier 1:   * maestro * toallas   Tier 2:   * hábitat * solitario * multiplicarse * eliminar * reintroducir   Tier 3:   * asociarse * preferir * características * investigar * evitar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL6: Identify contexts that call for academic English or informal discourse.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Los sinónimos y los antónimos  S: Comparar y contrastar textos  R: Aprender más sobre temas relacionados con las interacciones al analizar la estructura de los textos persuasivos.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir artículos con instrucciones. | ([T202-T203](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) ANNOTATE Ask students to use the annotate directions on p. 341 of the Libro interactivo del estudiante to mark the parts of the infographic that best answer the weekly question. Tell students to be ready to provide reasons for their choices during discussion  ([T204-T205](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) THINK ALOUD Analyze Informational Text (See Spanish.) SPANISH LANGUAGE DEVELOPMENT Help students to better understand terms they do not read often by providing synonyms or clues that appear in the same text for students to establish the connections. In the first column of a two-column chart, write the words madurez, recreo, desahogarse. In the other column, write the terms crecimiento, pausa, respiro. Have pairs of students relate the terms in the first column with the terms in the second one. Then, have them share the reasons for those decisions.  WRAP-UP Use a T-column chart to help students describe the author’s claim and evidence backing it up. Ask: (See Spanish.) Use the chart to record students’ responses | Text:  Textos persuasivos  **“¡Bienvenidos, lobos!” y “Los lobos no pertenecen a Yellowstone”**  pp. T216–T231  Videos: “Viviendo juntos”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Texto persuasivo  Author claim and evidence 2-column chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Por qué es importante que las plantas y animales dependan unos de otros? | Inquirers  Balanced | Tier 1:   * día * país   Tier 2:   * interdependencia * cadena * alimenticia * camuflarse * adaptaciones * biodiversidad   Tier 3:   * asociarse * preferir * Características * investigar * evitar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras relacionadas  S: Visualizar los detalles  R: Aprender más sobre los textos informativos y explicar el propósito del autor en un texto informativo.  W: Publicar, celebrar y evaluar la escritura de artículos con instrucciones. | ([T264-T265](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) ILLUSTRATE Have students complete the assignment on p. 377 of the Libro interactivo del estudiante and then share their diagrams with the class.  ([T266-T267](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf)) WRAP-UP Text Evidence (See Spanish.) Use a T-chart to help students identify text evidence that support text ideas. THINK ALOUD Analyze Informational Text (See Spanish.) | Text:  Texto informativo  **El collage de la naturaleza**  pp. T278–T293  Videos: “Viviendo juntos”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  Ideas & text evidence graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Interacciones ([**T452**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf))   + Recuerde a los estudiantes la pregunta esencial de la Unidad 2: ¿Cómo conviven las plantas y los animales? Pídales que respondan a la pregunta en sus cuadernos. Si tienen inconvenientes para hacerlo, haga lo siguiente:     - Agrupe a los estudiantes en parejas o en grupos pequeños y pida a cada grupo que revise la pregunta semanal en relación con cada selección.     - Luego, pida a los estudiantes que hagan conexiones con las ideas de otros textos y con la comunidad en general. * **Writing:** Artículo con instrucciones ([**T455**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrar la instrucción y pedir a los estudiantes que respondan en una hoja aparte, o puede imprimir la instrucción desde SavvasRealize.com.   + ESCRIBA un artículo con instrucciones que ayude a un nuevo estudiante a aprender a hacer algo importante en su escuela.   + 4-Point Fiction Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán sobre las relaciones entre plantas y animales. • Armarán un álbum de recortes sobre la relación entre plantas y animales. ([**T450**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf))   + 4-Point Research Project Rubric * **Writing:** Artículo con instrucciones ([**T455**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_2_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrar la instrucción y pedir a los estudiantes que respondan en una hoja aparte, o puede imprimir la instrucción desde SavvasRealize.com.   + ESCRIBA un artículo con instrucciones que ayude a un nuevo estudiante a aprender a hacer algo importante en su escuela.   + 4-Point Fiction Writing Rubric | | | |

**Grade 3 Spanish HLA**

**My View Unit 3 Title:** Héroes

**IB Transdisciplinary Theme Connections: Who We Are**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo se forma un héroe?  ¿Qué cualidades tienen los héroes? | Principled  Reflective | Tier 1:   * Increíble * disconforme   Tier 2:   * inmenso * entrometerse * inerte * abandonar * aparecer   Tier 3:   * alentar * derrota * distinguir * lograr * ordenar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que describen el argumento y el ambiente  S: Confirmar o corregir las predicciones  R: Aprender más sobre la ficción histórica y analizar el argumento y el ambiente de un cuento de ficción histórica.  W: Presentación de los textos mentores e inmersión en textos de ficción histórica. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) INQUIRE Ask students to work on the Inquire activity on p. 17 of the Libro interactivo del estudiante. Encourage them to conduct an informal inquiry by asking questions about the topic.  TURN, TALK, AND SHARE Have partners take notes as they discuss the Turn and Talk question on p. 17 and then share their answers with the class.  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Historical Fiction (See Spanish.)  WRAP-UP Use the chart to help students analyze time, place, and changes in the setting of “El cruce de las Rocallosas” and understand the role of setting in historical fiction | Text:  Ficción histórica  **Bajo cubierta**  pp. T32–T53  Videos: “Ser un héroe”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Ficción histórica  3 column chart for setting |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo influyen en los demás las acciones de los héroes? | Principled  Reflective | Tier 1:   * fácil * ciudad   Tier 2:   * asumir * quejarse * paciencia * talante * rememorar   Tier 3:   * alentar * derrota * distinguir * lograr * ordenar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que describen a los personajes  S: Hacer conexiones  R: Aprender más sobre la ficción histórica y analizar los personajes de un cuento de ficción histórica.  W: Desarrollar los elementos literarios de la escritura de un cuento de ficción histórica. | ([T88-T89](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) ILLUSTRATE Have students draw their responses to the Illustrate activity on Libro interactivo del estudiante p. 61 and share their notes with the class.  ([T90-T91](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Historical Fiction (See Spanish.)  WRAP-UP Use a T-chart to help students note details about real events in the story and the details that relate to Mai’s feelings about those events. (See Spanish.) | Text:  Ficción histórica  **El turno del abuelito**  pp. T108–T119  Videos: “Ser un héroe”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Ficción histórica  T-chart |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué modo los desafíos transforman a las personas comunes en héroes? | Principled  Reflective | Tier 1:   * sábado * levántate   Tier 2:   * horriblemente * furioso * Insistió * terriblemente * alteraba   Tier 3:   * alentar * derrota * distinguir * lograr * ordenar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).  R: 3R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que estimulan los sentidos de los lectores  S: Comparar y contrastar textos  R: Aprender más sobre la ficción histórica e inferir el tema de un cuento de ficción histórica.  W: Desarrollar la estructura de un cuento de ficción histórica. | ([T148-T149](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) TURN, TALK, AND SHARE Have students discuss the questions on p. 95 of the Libro interactivo del estudiante.  ([T150-T151](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Historical Fiction (See Spanish.)  WRAP-UP Use a T-chart to help students compare everyday life in 1952 and today. (See Spanish.) | Text:  Ficción histórica  **de La pequeña casa de la pradera y de A orillas del lago Silver**  pp. T174–T187  Videos: “Ser un héroe”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Historical Fiction  Compare t-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Por qué necesitamos héroes? | Principled  Reflective | Tier 1:   * hija * helado   Tier 2:   * ceremonias * tradición * medicina * lamentándose * ofrecer   Tier 3:   * alentar * derrota * distinguir * lograr * ordenar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).  R: 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que hacen conexiones  S: Resumir el texto informativo  R: Aprender más sobre temas relacionados con los héroes y analizar la estructura del texto de una biografía.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir cuentos de ficción histórica. | ([T210-T211](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) TURN, TALK, AND SHARE Have students turn and talk to each other about the heroes on the time line. Circulate to check on student responses and then summarize with the larger group.  ([T212-T213](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Biography (See Spanish.)  WRAP-UP Use a T-chart to help students see the relationship between Malala’s actions and the consequences. | Text:  Biografía  **Mamá Miti**  pp. T242–T253  Videos: “Ser un héroe”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Biografía  Cause and effect graphic organizer |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué tipo de acciones pueden ser heroicas? | Principled  Reflective | Tier 1:   * juntos * peces   Tier 2:   * sequía * liviano * brincar * dedicación * guardián   Tier 3:   * alentar * derrota * distinguir * lograr * ordenar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  R: 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).  W: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | L: Palabras que describen a las personas  S: Verificar la comprensión  R: Aprender más sobre temas relacionados con los héroes y explicar los elementos poéticos de la poesía.  W: Publicar, celebrar y evaluar la escritura de cuentos de ficción histórica. | ([T270-T271](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) TAKE NOTES Have students summarize their notes to help them answer the question on p. 165 of the Libro interactivo del estudiante and then share their responses with the class. See SavvasRealize.com for a more professional development of the right practices.  ([T272-T273](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf)) THINK ALOUD Analyze Poetry (See Spanish.)  WRAP-UP Use a T-chart to help students notice how the speaker feels at the beginning of the poem and how a hero changes the speaker’s life. (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help students understand the meaning of the poem and the situation it describes, encourage them to discuss the general context. Ask questions to guide students’ conversation: (See Spanish.) | Text:  Poesía  **“Mi abuelo y yo”; “Mi maestra Valentina”; “Mi abuela es un hada”**  pp. T308–T317  Videos: “Ser un héroe”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Poesía  t-chart |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Héroes ([**T454**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf))   + Recuerde a los estudiantes la pregunta esencial de la Unidad 3: ¿Cómo se forma un héroe? Pídales que respondan a la pregunta en sus cuadernos. Si tienen dificultades para responderla:     - Pida a parejas de estudiantes que identifiquen a un personaje de los textos o una persona real que crean que es un héroe, y que luego expliquen las características de ese personaje o persona.     - Guíe a los estudiantes para que usen las cualidades mencionadas como ayuda para redactar una respuesta a la pregunta esencial. * **Writing:** Ficción histórica ([**T447**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrar la instrucción a cada estudiante y pedirle que responda en una hoja aparte o puede imprimir la instrucción desde SavvasRealize.com.   + ESCRIBAN una ficción histórica sobre un héroe de ficción.   + 4-Point Narrative Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Escribirán un discurso de opinión acerca de por qué es importante aprovechar las oportunidades de ser heroico. • Investigarán evidencia que apoye su postura y convenza al público ([**T452**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf))   + 4-Point Research Project Rubric * **Writing:** Ficción histórica ([**T447**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_3_web.pdf.pdf))   + Dé a los estudiantes la siguiente instrucción de evaluación. Puede mostrar la instrucción a cada estudiante y pedirle que responda en una hoja aparte o puede imprimir la instrucción desde SavvasRealize.com.   + ESCRIBAN una ficción histórica sobre un héroe de ficción.   + 4-Point Narrative Writing Rubric | | | |

**Grade 3 Spanish HLA**

**My View Unit 4 Title:** Acontecimientos

**IB Transdisciplinary Theme Connections: Where We Are in Place and Time**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo cambian las comunidades a través del tiempo?  ¿Cómo puede una persona mejorar una comunidad? | Knowledgeable  Thinker | Tier 1:   * cuidado * pueblo   Tier 2:   * comunidad * donar * convencer * generosa * transformó   Tier 3:   * beneficio * generación * consejo * consumidor * familiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings.  S: 3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details  R: 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).  W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que explican la idea principal  S: Confirmar o corregir las predicciones  R: Aprender más sobre la biografía y analizar la estructura de una biografía.  W: Presentación de los textos mentores e inmersión en los ensayos de opinión. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) TURN, TALK, AND SHARE Have students work with partners to answer the Turn and Talk question on p. 221 in the Libro interactivo del estudiante, and then share some of their ideas with the class. Remind students that as they work collaboratively, they should follow the agreedupon rules  [(T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Biography (See Spanish.)  WRAP-UP Use an idea web with “Ruby Bridges” in the center circle. Have students share ideas about how Ruby Bridges improved her community. Put these ideas in the outer circles.  SPANISH LANGUAGE DEVELOPMENT Develop Fluency Have students choose a paragraph to read aloud. Tell them to first read it in silence and underline the words they do not know how to pronounce. Help them with the pronunciation of those words. Then, ask them to read aloud with the proper expression. | Text: Biografía  **La casa que construyó Jane**  pp. T32–T49  Videos: “Comunidades que cambian”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA No ficción narrativa  Web graphic organizer |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo pueden las historias personales cambiar la sociedad? | Knowledgeable  Thinker | Tier 1:   * guitarra * bilingüe   Tier 2:   * esclavitud * abolicionista * violencia * igualdad * influyentes   Tier 3:   * beneficio * generación * consejo * consumidor * familiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details  R: 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text  W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que explican los acontecimientos de la vida de una persona  S: Hacer inferencias  R: Aprender más sobre la biografía e identificar la idea principal y los detalles clave de una biografía.  W: Desarrollar los elementos de un ensayo de opinión. | ([T82-T83](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) QUICK WRITE Have students write about how personal stories like Sojourner Truth’s can help change the way people think.  ([T84-T85](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Biography (See Spanish.)  WRAP-UP Use a one-column chart to help students identify and list time-order words and phrases in the biography. | Text:  Biografía  **de Frederick Douglass**  pp. T96–T109  Videos: “Comunidades que cambian”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Biografía  Time-order (sequence) graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿De qué modo las grandes ideas transforman las comunidades? | Knowledgeable  Thinker | Tier 1:   * amoroso * curioso   Tier 2:   * pregona * astronomía * constelación * pupitre * cuchichean   Tier 3:   * beneficio * generación * consejo * consumidor * familiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.  R: 3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text  W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Las palabras descriptivas  S: Hacer y responder a las preguntas  R: Aprender más sobre la biografía y explicar el propósito del autor al escribir una biografía.  W: Desarrollar la estructura de un ensayo de opinión. | ([T142-T143](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) ILLUSTRATE Have students draw pictures in response to the prompt on p. 293 in the Libro interactivo del estudiante and then share their illustrations.  ([T144 – T145](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) THINK ALOUD Analyze Biography (See Spanish.)  WRAP-UP Help students create their own class infographic about George Washington Carver. Have students suggest important ideas about Carver, and take note of them on a chart. Divide the ideas up so groups can create a paragraph and illustration of each. Put students’ work together in one larger poster. | Text:  Biografía  **Conoce a José Martí**  pp. T156–T171  Videos: “Comunidades que cambian”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Biografía  Inforgraphic t-chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo pueden inspirar un cambio las experiencias de un líder? | Knowledgeable  Thinker | Tier 1:   * salto * escribe   Tier 2:   * destruyó * oportunidad * sostenibilidad * recuperar * construida   Tier 3:   * beneficio * generación * consejo * consumidor * familiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace  R: 3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text  W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras que ayudan a los lectores a conectar acontecimientos  S: Hacer conexiones  R: Aprender más sobre temas relacionados con los acontecimientos identificando el punto de vista en un texto de no ficción narrativa.  W: Aplicar la técnica del autor y las normas del lenguaje para desarrollar y escribir un ensayo de opinión. | ([T204-T205](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) ANNOTATE Have students underline parts of the time line they believe best answer the Weekly Question on p. 329 in the Libro interactivo del estudiante and then share their annotations with a partner  ([T206-T207](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) WRAP-UP Use a chart to help students list examples of the narrator’s viewpoint on Ellen Ochoa and her accomplishments. THINK ALOUD Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help students understand the meaning of “Nunca se dio por vencida,” read aloud this short summary: *Ellen Ochoa fue la primera mujer de origen hispano en convertirse en astronauta. Siempre fue buena en ciencias en la escuela. Después de que la primera mujer astronauta estadounidense viajó al espacio, Ellen presentó una solicitud para ser astronauta. No la aceptaron. Pero Ellen no se rindió. Volvió a intentarlo cinco años después. Esta vez, sí lo logró. Ellen tuvo mucho éxito y voló en varias misiones espaciales. Ella y su tripulación volaron a la Estación Espacial Internacional para entregar suministros. Más adelante, Ellen se convirtió en la líder del Centro Espacial Johnson y en su directora, en 2013. Su mensaje es que, si quieres lograr tus metas, debes esforzarte y nunca debes rendirte.* | Text:  No ficción narrativa  **Ciudad verde**  pp. T218–T237  Videos: “Comunidades que cambian”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA No ficción narrativa  T-chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo se apoyan las personas en momentos difíciles? | Knowledgeable  Thinker | Tier 1:   * mas * sí   Tier 2:   * fascinan * pueblo * tradición   Tier 3:   * beneficio * generación * consejo * consumidor * familiar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.  S: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.  W: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | L: Palabras precisas  S: Supervisar la comprensión  R: Aprender más sobre temas relacionados con los acontecimientos leyendo un texto que ayude a identificar los elementos de una obra de teatro.  W: Publicar, celebrar y evaluar la escritura de ensayos de opinión. | ([T270-T271](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 368-369 of the Libro interactivo del estudiante and then share their responses.  ([T272-T273](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)) WRAP-UP Use a T-chart to help students note elements of drama, such as cast of characters, setting, stage directions, and actors’ lines.  THINK ALOUD Analyze Drama (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT To help students get ready for the oral reading of “Las comodidades del hogar,” read aloud this short summary: *Esto es arte dramático, o una obra de teatro que cuenta una historia. En la historia, Michael está sirviendo comida en un refugio para indigentes con el club de servicio cuando ve que uno de sus compañeros de clase, Owen, vive en el refugio. Michael decide juntar donaciones para hacer del refugio un lugar más agradable donde vivir.* | Text:  Obra de teatro  **El pueblo de la abuela**  pp. T284–T299  Videos: “Comunidades que cambian”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Obra de teatro  Elements of drama graphic organizer |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar Textos:** Acontecimientos ([**T458**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf))   + Recuerde a los estudiantes la pregunta esencial de la Unidad 4: ¿Cómo cambian las comunidades a través del tiempo? Pídales que respondan a la pregunta en sus cuadernos. Si tienen inconvenientes para responderla, haga lo siguiente:     - Agrupe a los estudiantes en parejas o en grupos pequeños y pida a cada grupo que revise la pregunta de la semana de cada selección.     - Pida a los estudiantes que hagan conexiones con ideas de otros textos y con la comunidad. * **Writing:** ENSAYO DE OPINIÓN **(**[**T451**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)**)**   + Brinde a los estudiantes las siguientes instrucciones de evaluación.   + ESCRIBAN un ensayo de opinión acerca de lo que cambiarían y por qué.   + 4-Point Opinion Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * Investigarán comunidades que cambiaron a través del tiempo. • Crearán un carte ([T456](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf))   + 4-Point Research Project Rubric * **Writing:** ENSAYO DE OPINIÓN **(**[**T451**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_4_web.pdf.pdf)**)**   + Brinde a los estudiantes las siguientes instrucciones de evaluación.   + ESCRIBAN un ensayo de opinión acerca de lo que cambiarían y por qué.   + 4-Point Opinion Writing Rubric | | | |

**Grade 3 Spanish HLA**

**My View Unit 5 Title:**  Soluciones

**IB Transdisciplinary Theme Connections: Sharing the Planet**

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| --- | --- | --- | --- |
| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué dificultades nos presenta el medioambiente?  ¿Cómo puede la naturaleza cambiar la vida de las personas? | Communicators  Risk-takers | Tier 1:   * difícil * hacer   Tier 2:   * extremo * espectaculares * alojamiento * región * transportan   Tier 3:   * análisis * amenaza * daño * prever * contaminación |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL6: Identify contexts that call for academic English or informal discourse  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.  W: 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). | L: Palabras que describen o explican un tema  S: Confirmar o corregir las predicciones  R: Aprender más sobre textos informativos y analizar los elementos de un texto informativo.  W: Presentación de los textos mentores e inmersión en la poesía. | ([T18-T19](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) QUICK WRITE Have students freewrite to answer the question on p. 429 of the Libro interactivo del estudiante and then share their responses  ([T20-T21](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) WRAP-UP Have students help you make a web diagram with the label “Selva amazónica” in the center. Have students list reasons why the rainforest is important and put them in the outer spokes of the diagram.  THINK ALOUD Analyze Informational Text (See Spanish.)  SPANISH LANGUAGE DEVELOPMENT In order to help students prepare for the reading of, “La asombrosa selva amazónica,” display a geographical map of South América. Help students locate the Amazon rain forest*. Explique que es sencillo ubicarla a simple vista, porque es toda la zona verde que cubre gran parte del continente. Diga que la selva amazónica puede compararse con un pulmón, en este caso, del planeta Tierra, y que averiguarán por qué al leer el texto.* | Text:  Texto informativo  **En lo profundo y otros lugares extremos donde vivir**  pp. T32–T51  Videos: “Nuestro mundo desafiante”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Elementos del texto  Web diagram chart |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo afectan al medioambiente los cambios en la Tierra? | Communicators  Risk-takers | Tier 1:   * bienvenida * invitado   Tier 2:   * superficie * accidentes * geográficos * procesos * dañino * produce   Tier 3:   * análisis * amenaza * daño * prever * contaminación |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).  S: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pac  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.  W: 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). | L: Palabras que describen sucesos que afectan a la Tierra  S: Resumir la información  R: Aprender más sobre textos informativos y analizar la estructura de un texto informativo.  W: Desarrollar los elementos de la poesía. | ([T84-T85](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) TURN, TALK, AND SHARE Have students choose a place on the map to discuss with a partner concerning the Weekly Question on p. 469.  ([T86-T87](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) THINK ALOUD Analyze Narrative Nonfiction (See Spanish.) WRAP-UP Use a T-chart to list a few causes and effects of a hurricane. SPANISH LANGUAGE DEVELOPMENT Develop fluency - *Pida a los estudiantes que escojan un párrafo para leer en voz alta. Pídales que primero lo lean en silencio y subrayen las palabras que no sepan cómo pronunciar. Ayúdelos con la pronunciación de esas palabras. Luego pídales que lean el párrafo en voz alta con la prosodia apropiada.* | Text:  Texto informativo  **Terremotos, erupciones y otros sucesos que cambian la Tierra**  pp. T98–T109  Videos: “Nuestro mundo desafiante”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Texto informativo  Cause and Effect graphic organizer |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué maneras de prepararse para una emergencia conoces? | Communicators  Risk-takers | Tier 1:   * lluvia * botella   Tier 2:   * preparado * emergencia * memorizar * responsable * Instrucciones   Tier 3:   * análisis * amenaza * daño * prever * contaminación |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings  S: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).  R: 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.  W: 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). | L: Palabras precisas que indican cómo hacer algo  S: Supervisar la comprensión  R: Aprender más sobre textos informativos y analizar la estructura de un texto de procedimiento.  W: Desarrollar la estructura de la poesía. | ([T142-T143](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) QUICK WRITE Have students freewrite to answer the question on p. 501 in the Libro interactivo del estudiante before sharing their responses with their partner.  SPANISH LANGUAGE DEVELOPMENT: *Pida a los estudiantes que trabajen en parejas y usen la información del texto para describir lo que muestran las imágenes y conversar sobre las maneras en que cada organización nos ayuda a prepararnos para las emergencias*  ([T144-T145](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) THINK ALOUD Analyze Procedural Text (See Spanish.)  WRAP-UP Have students help you create a chart with a numbered list explaining the steps for conducting a fire drill. | Text:  Texto de procedimiento  **“Un plan de seguridad en caso de emergencia”**  pp. T156–T169  Videos: “Nuestro mundo desafiante”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Texto de procedimiento  List graphic organizar/chart |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Cómo deben reaccionar las personas durante un desastre? | Communicators  Risk-takers | Tier 1:   * rehacer * releer   Tier 2:   * sobrevivir * asombrada * peligroso * lastimeramente * alivio   Tier 3:   * análisis * amenaza * daño * prever * contaminación |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings  S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.  R: 3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.  W: 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). | L: Palabras que agregan detalles sobre las experiencias de los personajes  S: Hacer conexiones  R: Aprender más sobre temas relacionados con soluciones analizando el punto de vista en la ficción histórica.  W: Aplicar la técnica del escritor y las normas del lenguaje para desarrollar y escribir un poema. | ([T202 – T203](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) Have students discuss the Weekly Question on Libro interactivo del estudiante, p. 535, with a partner.  *DESARROLLO DEL LENGUAJE EN ESPAÑOL Vocabulario académico Pida a los estudiantes que vuelvan a leer el diario de Mabel y que usen las palabras del vocabulario académico para describir la experiencia de Mabel durante el Dust Bowl. Pregunte: ¿Qué tipo de amenaza representaba el Dust Bowl para Mabel? ¿Cómo reaccionaron las personas frente al daño que causó el Dust Bowl? Anime a los estudiantes a trabajar en parejas y, usando las palabras del vocabulario académico, a pensar sus propias preguntas sobre el texto. Luego, pídales que hagan sus preguntas a la clase para que sus compañeros respondan*  ([T204-T205](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) THINK ALOUD Analyze Historical Fiction (See Spanish.)  WRAP-UP Use a T-chart to cite text evidence about a character’s point of view. | Text:  Ficción histórica  **El arca de Nora**  pp. T216–T237  Videos: “Nuestro mundo desafiante”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Ficción histórica  T-chart |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
|  | ¿Qué podemos aprender de las historias que hablan sobre la naturaleza? | Communicators  Risk-takers | Tier 1:   * saliendo * jugando   Tier 2:   * leal * autosuficiente * insignificante * inaccesible   Tier 3:   * análisis * amenaza * daño * prever * contaminación |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 3L5: Demonstrate understanding of word relationships and nuances in word meanings  S: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.  R: 3R8: Explain how claims in a text are supported by relevant reasons and evidence.  W: 3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). | L: Palabras que describen personajes y sucesos  S: Evaluar los detalles  R: Aprender más sobre temas relacionados con soluciones al inferir el tema en cuentos tradicionales.  W: Publicar, celebrar y evaluar la escritura de un poema. | *(*[T270-T271](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf)) FREEWRITE Annotate Have students annotate the legend to answer the question on Libro interactivo del estudiante, p. 577, and then share their responses.  *DESARROLLO DEL LENGUAJE EN ESPAÑOL Comparar y contrastar leyendas Explique a los estudiantes que la leyenda “Los Isondúes” es una leyenda guaraní. La tribu aborigen de los guaraníes habita la zona en la que confluyen Brasil, Paraguay y Argentina. Divida la clase en parejas de estudiantes que tengan diferentes niveles de dominio del lenguaje. Pida a las parejas que piensen en otras leyendas que conozcan y las comenten con su compañero. Luego vuelva a reunir a toda la clase y pida a los estudiantes que comenten las leyendas sobre las que hablaron con su compañero. Haga una tabla en el pizarrón con “Los Isondúes” y las leyendas que mencionen los estudiantes en diferentes columnas. Luego, agregue dos filas y escriba los rótulos: Origen y ¿Qué explica? Complete la tabla con los estudiantes. Luego, pídales que elaboren oraciones para comparar y contrastar las leyendas. Brinde marcos de oraciones como: \_\_\_\_\_\_\_\_ es una leyenda \_\_\_\_\_\_\_\_ pero \_\_\_\_\_\_\_\_ es una leyenda \_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_ explica el origen de \_\_\_\_\_\_\_\_.* | Text:  Cuentos tradicionales  **“Quetzalcoatl y el maíz”**  pp. T284–T297  Videos: “Nuestro mundo desafiante”  Organizers: CARTEL DE REFERENCIA PARA LA LECTURA Mito  Sentence frames/starters |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**   * **Comparar** **Textos**: Soluciones ([**T456**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf))   + Recuerde a los estudiantes la Pregunta esencial de la Unidad 5: ¿Qué dificultades nos presenta el medioambiente?   + Pídales que usen las palabras-tema que encontraron para responder a la pregunta en sus cuadernos.   + Si tienen dificultades para hacerlo, agrupe a los estudiantes en parejas y pídales que revisen los desafíos que se presentan en cada texto de la unidad. Luego, pida a los estudiantes que hagan conexiones entre esos desafíos y aquellos de sus textos de lectura independiente * **Writing**: Poesía ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf))   + Dé a los estudiantes las siguientes instrucciones para la evaluación. Puede mostrar las instrucciones a los estudiantes para que respondan en una hoja aparte. Como alternativa, puede imprimirlas en SavvasRealize.com.   + ESCRIBAN un poema que exprese sus pensamientos y sentimientos sobre algo poderoso de la naturaleza.   + 4-Point Poetry Writing Rubric | | | |
| **Transitioning and Expanding**  **Students Will:**   * escribirán un folleto de viaje que convenza a los lectores de visitar, o no, un lugar que tiene probabilidades de sufrir un desastre natural. • investigarán evidencia que sirva de apoyo para su afirmación y convenza a su público. ([**T454**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf))   + 4-Point Research Project Rubric * **Writing**: Poesía ([**T449**](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Attachments/MV20_NA_SP_CCSS_G3_Teachers_Edition_Unit_5_web.pdf.pdf))   + Dé a los estudiantes las siguientes instrucciones para la evaluación. Puede mostrar las instrucciones a los estudiantes para que respondan en una hoja aparte. Como alternativa, puede imprimirlas en SavvasRealize.com.   + ESCRIBAN un poema que exprese sus pensamientos y sentimientos sobre algo poderoso de la naturaleza.   + 4-Point Poetry Writing Rubric | | | |