SENTENCE FRAMES

Unit 6: Los arrecifes de coral
The Coral Reef

Content, Language, and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Compañero/a A: Los arrecifes son _____.

Compañero/a B: Además, los arrecifes son _____ y tienen varios colores como _____, _____ y _____.

Compañero/a A: También, en ellos viven criaturas como los _____.

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Partner A: Coral reefs **are** underwater structures. They **are** habitats for _____ of marine _____ and _____.

Partner B: They are found in the _____ waters of _____ regions.

Partner A: Coral _____ are formed by a huge number of tiny animals called coral _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: Coral _____ **need** to grow in shallow, _____, clear, and _____ water.

Partner B: Also, the temperature of the water cannot be too _____ or too ____, or the coral will ____.

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Partner A: Coral reefs **are** very _____. Pollution can _____ coral reefs. Dirty water does not let _____ go through the water.

Partner B: Because of this, _____ the algae in the _____ cannot get enough sunlight to make food. Without this food, the _____ and the _____ both die.

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Compañero/a A: Los _____ coralinos son animales pequeñitos que necesitan crecer en aguas poco _____ donde pueden recibir mucha ____ para que las _____ que viven dentro de los _____ puedan fabricar _____.

Compañero/a B: **También**, necesitan agua _____ y _____ porque el agua sucia no deja pasar la ____ y los _____ no pueden producir alimento. El agua sucia puede lastimar a los _____. **Además** necesitan agua _____ para crecer. **Otra cosa** que necesitan es una temperatura que no sea ni muy _____ ni muy _____. **Por eso** los _____ de _____ no pueden crecer en cualquier parte del mundo.

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SENTENCE FRAMES

Unit 6: Los arrecifes de coral
The Coral Reef

Content, Language, and Literacy
Teaching for Academic Language

Lesson 2: Comprehension and Vocabulary

Partner A: Coral reefs are huge, _____ structures that thrive in _____ climates. Coral reefs support thousands of _____ and _____.

Partner B: Plant-eating animals that live in coral reefs are eaten **by** _____-eating animals that come to eat the _____ eaters. This creates a food _____.

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Partner A: Some _____ things **such as** the Christmas tree worm, use the coral reef as **both** a _____ and for _____. They hide in the _____ when they sense _____.

Partner B: Other _____ **such as** a female sea turtles use the coral reef to lay their eggs _____.

Content, Language, and Literacy *Los arrecifes de coral / The Coral Reef* Unit 6, Lesson 2: Comprehension and Vocabulary
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Los arrecifes de coral son algunos de los hábitats más importantes del planeta. Aunque los arrecife pueden ser enormes, necesitan condiciones muy especiales para crecer. Por eso, cubren una parte muy pequeña del fondo del océano.

Es importante _____ a los arrecifes de coral porque son medioambientes _____. Son hábitats de los cuales dependen muchos animales y _____. Muchos _____ y otros seres _____ dependen del arrecife para obtener _____ y _____.

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SENTENCE FRAMES

Unit 6: Los arrecifes de coral
The Coral Reef

Content, Language, and Literacy
Teaching for Academic Language

Lesson 3: Grammar and Foundational Skills

La palabra _____ se divide _____ porque _____.

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The word _____ is divided into _____ because _____.

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Partner A: It is important to know how to _____ a word into _____ because it helps us to _____ and _____ the words correctly.

Partner B: For example, when a word has two consonants, between two _____ we know that we have to _____ the word between the two _____.

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Entender cómo dividir palabras en _____ es muy útil cuando las palabras tienen _____ sílabas. Nos ayuda a leer _____ y a entender lo que decimos.

Si sabemos dónde están la vocal y las _____, podemos _____ correctamente y leerlas más fácilmente.

Por ejemplo, en palabras como ec—o—sys—tems, identificar las _____ hace que sea más sencillo leer sobre ello.

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SENTENCE FRAMES

Unit 6: Los arrecifes de coral
The Coral Reef

Content, Language, and Literacy
Teaching for Academic Language

Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que proteger los arrecifes de coral es importante para proteger la _____ marina y las relaciones _____ entre las especies.

Compañero/a B: Los _____ cuentan con una gran _____ de vida _____ que se ha adaptado para sobrevivir. **Sin embargo**, estos seres son _____ y es por eso importante _____.

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SENTENCE FRAMES

Unit 6: Los arrecifes de coral
The Coral Reef

Content, Language, and Literacy
Teaching for Academic Language

Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: La palabra _____ se divide en las sílabas _____ porque _____.

Compañero/a B: Sin embargo, la palabra _____ se divide en las sílabas _____ porque _____.

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When a word has _____ _____ _____ _____ _____ _____, you can split it _____ ____ _____ _____ _____ _____. For example, _____.

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Partner A: I notice that in English _____.

Partner B: For example, _____.

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Partner A: I notice that in Spanish _____.

Partner B: For example, _____.

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Lesson 5: Review and Cross-Linguistic Connections

Partner A: In Spanish and English, the rules for breaking words into syllables are alike. Each syllable has at least one vowel. For example, in English, at—tach and in Spanish, co—ral.

Partner B: When there are two consonants between two vowels, we usually split the word between the consonants. For example, __—_____ / __—___—__—___.

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Las palabras se pueden _____ en _____ de _____ maneras. Por ejemplo, la palabra _____ se divide en las sílabas _____ porque _____. Sin embargo, la palabra _____ se divide en las sílabas _____ porque _____.

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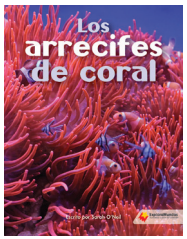
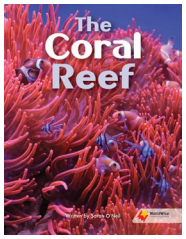




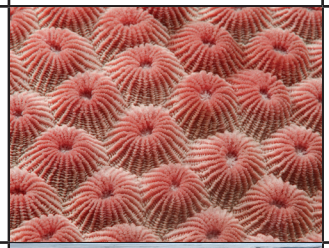
Content, Language, and Literacy

Unit 6, Lesson 1: Comprehension and Vocabulary

Vocabulary Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Español		English
arrecife de coral		
tropicales		

Español		English
pólipos coralinos		
contaminación		

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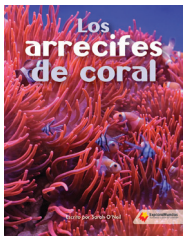
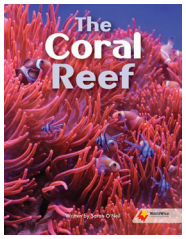


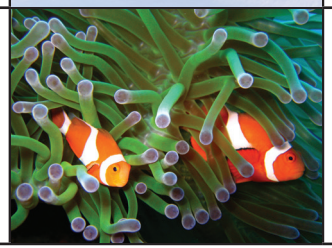


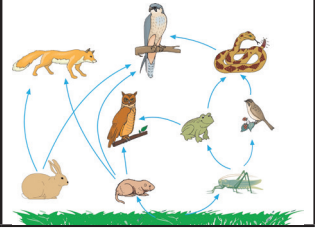
Content, Language, and Literacy

Unit 6, Lesson 2: Comprehension and Vocabulary

Vocabulary Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Español		English
refugio		
habitantes		
relación simbiótica		

Español		English
contaminación		
red alimentaria		

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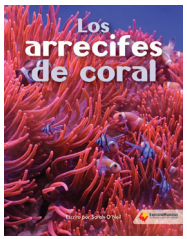

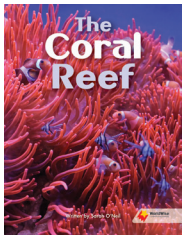

Content, Language, and Literacy

Unit 6, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Syllable Separation / Division Rules	
Rule	**Examples**
Cuando una palabra tiene dos consonantes entre dos vocales, se divide entre las consonants.	dif-fer-ent (p.4)
Cuando una palabra tiene dos vocales juntas pero cada una tiene su propio sonido, entonces se divide entre las vocales.	li-on-fish (p.5)
Cuando una palabra tiene una consonante entre dos vocales (VCV) se puede dividir antes o después de la primera vocal.	o-cean (p.6)

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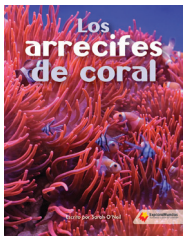

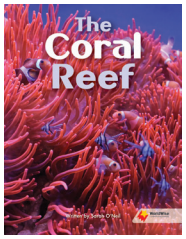

Content, Language, and Literacy

Unit 6, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Syllable Separation / Division Rules	
Rule	**Examples**
When a word has two consonants between two vowels, divide the word between the consonants.	in-hab-it-ants sun-light
When a word has two vowels together and each has a very distinct sound, divide between the two vowels.	li-on-fish
When a word has one consonant in between two vowels, it can be divided before or after the first vowel.	a-round

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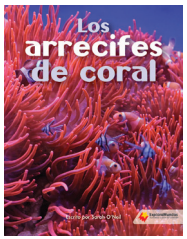

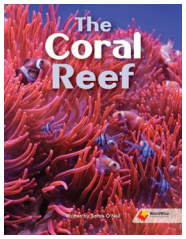

Content, Language, and Literacy

Unit 6, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Reglas de separación de palabras	
Reglas de sílabas	**Ejemplos**
Si en la palabra hay una consonante entre dos vocales, la consonante debe ir acompañando a la vocal que le sigue.	co-lí-na
Las letras de los grupos consonánticos (tales como **pr, br, dr, fl, cl, bl**), se mantienen juntos y van unidos a la vocal que les sigue.	a-le-grí-a
Tres consonantes seguidas entre dos vocales debemos dejar las dos primeras con la vocal anterior y la tercera con la siguiente vocal.	obs-tí-na-do
Los dígrafos **ch** y **ll** siempre deben ir junto a la vocal que les sigue.	ca-lle y he-cho

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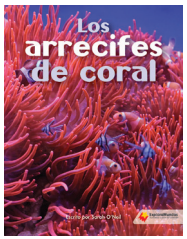

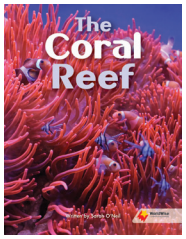

Content, Language, and Literacy

Unit 6, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Syllable Separation Rules

English		Español	
Rules	Examples	Examples	Rules
Two consonants between two vowels are separated between the consonants.	al-gae (p.6)	al-gas, a-traer	Dos consonantes juntas entre dos vocales se separan entre las consonantes. Pero si es un grupo consonántico no se separan.
One consonant in between two vowels could be separated before or after the first vowel.	o-cean (p.6)	o-cé-a-no	Una consonante entre dos vocales usualment se separa después de la primera vocal.
Every syllable of every word must have at least one vowel.	at-tach (p.12)	co-ral	Cada sílaba debe tener al menos una vocal.

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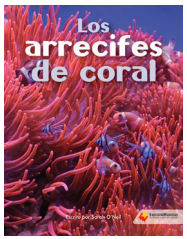

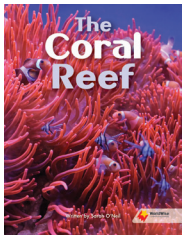

Content, Language, and Literacy

Unit 6, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Syllable Separation Rules – Multisyllabic Words	
Rule	**Examples**
When a word has two consonants between two vowels, divide it between the consonants.	in-hab-it-ants sun-light
When a word has one consonant in between two vowels, it could be divided before or after the first vowel.	a-round
When a word has two vowels together that each has a very distinct sound, divide between the two vowels.	li-on-fish

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Content, Language, and Literacy Assessment Rubric

Name: _____ **Date:** _____ **Unit:** _____		**Potential Points**	**Actual Score**
Multiple Choice	**Correct**	20	_____/20
	Incorrect	0	
Written Response **Process and Organization**	**Proficient** Has a clear structure that matches the science task Ideas are logically ordered, with smooth transitions so the explanation is easy to follow from beginning to end	40	_____/40
	Developing Writing shows some organization Complete sentences Combines or expresses ideas in a clear and effective way	20	
	Beginning Does not combine or express ideas in a clear and effective way	0	
Written Response **Science Ideas and Explanations**	**Proficient** Accurate answer Completely addresses all parts of the question	40	_____/40
	Developing Partial answer Provides only half of the correct details	20	
	Beginning Incorrect or irrelevant answer	0	
TOTAL SCORE			_____/100

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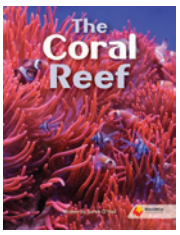

Content, Language, and Literacy Assessment

Unit 6

Content, Language, and Literacy
Teaching for Academic Language

Name: _____ Date: _____

Read the text and respond.

Coral Reefs: Homes in the Ocean

Coral reefs are amazing underwater structures found in warm, tropical waters. The reefs are made up of the skeletons of huge numbers of coral polyps that look like plants, but are tiny animals. When the polyps die, living polyps grow on the top of their skeletons, and the reef grows.

Because of the food and shelter they provide, coral reefs are home to thousands of sea creatures. These marine creatures and plants work together to survive. However, reefs are fragile. Water that is too warm or polluted harms the reef and causes the marine life to die. People walking on reefs at low tide can also damage reefs. Coral reefs around the world are in danger. They must be protected.

1. Multiple Choice

What is the effect of warmer water and pollution on coral reefs? (Circle the letter for the correct answer.)

A. Coral reefs grow faster.

B. Coral is damaged and marine animals may lose their homes.

C. The ocean becomes colder.

D. More animals move into the reef.

2. Written Response

Coral reefs are homes to many sea creatures. In your writing:

- Explain the effect of pollution on coral reefs.
- Explain the effect of humans on coral reefs.
- Provide one way humans can protect coral reefs.

Word Bank

así so	porque because	sin embargo however	cuando when	como resultado as a result	por lo tanto therefore	en conclusión in conclusion

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Content, Language, and Literacy
Teaching for Academic Language

Content, Language, and Literacy Assessment

Grade 3

Multiple Choice Answer Guide	
Unit 1	C
Unit 2	B
Unit 3	C
Unit 4	C
Unit 5	B
Unit 6	B
Unit 7	B
Unit 8	C
Unit 9	B
Unit 10	B
Unit 11	B
Unit 12	B

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