

SENTENCE FRAMES

Unit 7: Animales en tránsito Busy Highways



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Compañero/a A: Creo que la palabra _____ significa ir de un _____ a otro _____.

Compañero/a B: Creo que las personas _____ por diferentes razones, tales como _____.

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Compañero/a A: Los animales _____ para buscar _____ y un lugar _____ donde _____ a sus crías.

Compañero/a B: También _____ para ir a un _____ mejor.

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Partner A: The main idea of the introduction is animal _____. It explains why animals make long _____ to find _____, safe _____ to raise their young, and better _____ conditions.

Partner B: Animals travel in groups and in different ways, **such as** by _____, _____, or _____ long distances. **Then**, as a group, they _____ to where they started their _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: **Based on** the text, _____ use a V-formation to form _____ to _____. Their leader shows them the _____ to fly.

Partner B: **Also**, the _____ forms a V-formation to work together against the _____ of the _____. This protects them and _____ energy.

Partner A: When the leader is _____, the bird moves _____ into the _____ to rest, and another bird takes over as the _____. This is how they can _____.

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La _____ animal ocurre cuando diferentes especies van en largos _____ en busca de _____, _____ seguros y mejor _____. **Por ejemplo**, algunos animales como las aves vuelan en _____ llamados _____. Las bandadas siguen una _____ de _____ migratorio en forma-V para _____ energía. **Luego**, regresan al _____ de donde _____.

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Lesson 2: Comprehension and Vocabulary

Partner A: **Based on the text,** _____ whales _____
in groups to _____ and _____.

Partner B: Humpback _____ travel to the rough, _____
waters of Massachusetts to _____ on _____ and _____,
and to build up layers of _____ on their bodies.

Partner A: The _____ do not eat when they _____ to the
_____ waters of the Caribbean to _____.

Partner B: The females give _____ to only _____ calf and
_____ their _____ on milk.

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Ambas, las _____ y las _____ viajan en grupos en
busca de _____ y _____ para criar a sus _____.
También, ambas _____ en _____ de regreso a _____.

Las _____ realizan algunos de los _____ más largos
de todos los _____. En primavera _____ a aguas más
_____ para _____ de _____ y _____. En
invierno, regresan a aguas _____. Se _____ y
las hembras _____ a _____ a una sola _____.

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Content, Language,
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Lesson 3: Grammar and Foundational Skills

Partner A: In English, _____ are formed by adding
-____ to the _____, and are used to _____ two things.
This helps us understand the _____ of sentences better.

Partner B: For example, when we say: “Birds use less
energy because flying is _____”, it helps us understand the
_____ between flying and what other _____ do.

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En inglés, usamos los adjetivos comparativos para comparar
dos cosas. Los _____ se forman al agregar -____ al
final del adjetivo. Por ejemplo, *easy/easier*.

A veces usamos la palabra _____ delante y la palabra _____
después del adjetivo para _____ dos cosas. Por ejemplo,
“Coral reef fish are _____ colorful _____ deep sea fish”.

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Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que algunos animales _____ para buscar _____ y un _____ seguro para alimentarse y producir _____.

Compañero/a B: Por ejemplo, los pájaros vuelan a _____ más _____. Las ballenas hacen largos _____ por el _____ para _____ de plancton. Y animales terrestres caminan hacia climas más _____ en busca de hierba fresca.

SENTENCE FRAMES

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Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: Los comparativos son _____ que usamos para _____ dos _____, personas, o _____.

Compañero/a B: En español agregamos las palabras _____ y _____ antes del adjetivo.

Compañero/a A: Entender cómo formar y usar _____ nos ayuda a describir las _____ entre las cosas. Por ejemplo, si decimos que un animal es _____ que otro, entendemos que se mueve con mayor velocidad.

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In English, _____ are formed by adding -____ to the adjective and sometimes also using the words _____/_____ and _____ to _____ qualities that two _____ or _____ share. For example, _____.

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Partner A: I notice that in English _____.

Partner B: For example, _____.

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Lesson 5: Review and Cross-Linguistic Connections

Partner A: I notice that in Spanish _____.

Partner B: For example, _____.

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Partner A: In English, we add -___ at the _____ of the _____, as in _____.

Partner B: **However**, in Spanish, we use the words **más** _____ or **menos** _____ before the _____ and the word _____ after the _____.

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In both English and Spanish, we use _____ adjectives to _____ two _____, _____ or _____.

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In English, we add -___ for _____. However, in Spanish, we use the words _____ or _____ before the _____ and _____ after the _____.

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Lesson 5: Review and Cross-Linguistic Connections

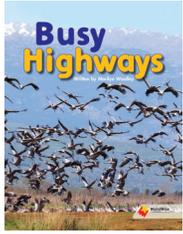
For longer words in English, we use _____ before and _____ after the adjective, which is similar to Spanish.

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Compañero/a A: En español, el comparativo _____
_____ se usa para comparar la velocidad de dos cosas.

Compañero/a B: Pero en inglés usamos -____ al final
de la palabra seguida a veces de la palabra _____,
como _____.

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Unit 7, Lesson 1: Comprehension and Vocabulary

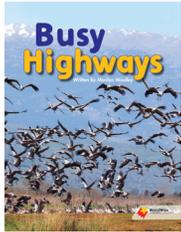
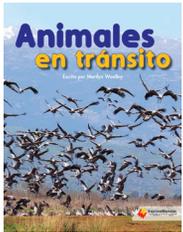
Vocabulary Anchor Chart



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Español		English
migración		
ruta de vuelo migratorio		

Español		English
bandada		



Content, Language, and Literacy

Unit 7, Lesson 2: Comprehension and Vocabulary

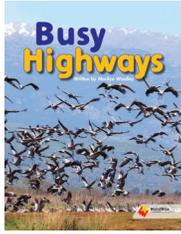
Vocabulary Anchor Chart



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Teaching for Academic Language

Español		English
ballena jorobada		
alimentarse		
reproducen		
ballenatos		

Español		English
mamífero		
reino animal		
dan a luz		



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Unit 7, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



**Content, Language,
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Comparativos

Comparativo

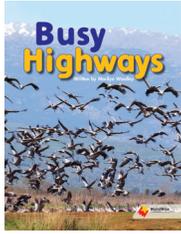
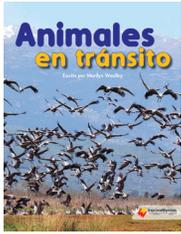
Ejemplo

más + adjetivo/adverbio + que

Mi gato es más grande
que el tuyo.

menos + adjetivo/adverbio + que

Sus ideas son menos
interesantes que las
nuestras.



Content, Language, and Literacy

Unit 7, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,
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Teaching for Academic Language

Comparatives

Comparative

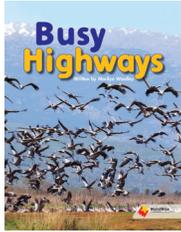
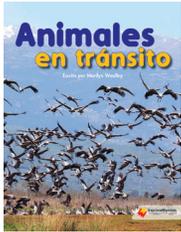
Example

Form by adding the suffix
-er at the end of the adjective
or adverb.

easier (p.11)
calmer (p.15)

Form by adding the words
more/less before longer
adjectives, and the word
than after the adjective.

more beautiful than
(not in text)



Content, Language, and Literacy

Unit 7, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,
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Teaching for Academic Language

Comparative Adjectives

Use to compare two things

Form by adding the suffix
-er at the end of the adjective
or adverb.

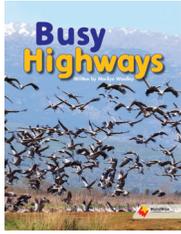
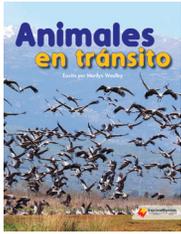
Form by adding the words
more/less before longer adjectives
and the word than after the adjective.

Examples

They use less energy because
flying is easier. (p.11)
The ocean waters here are calmer
and warmer. (p.15)

Coral reef fish are more colorful
than deep sea fish. (not in text)

Other examples



Content, Language, and Literacy

Unit 7, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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Teaching for Academic Language

Comparative Adjectives

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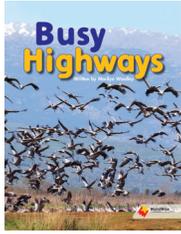
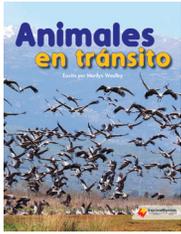
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Other examples



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Unit 7, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



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Teaching for Academic Language

Comparative Adjectives

Español

English

Formation

Example

Formation

Example

más
+ adjetivo

vuelan de
lugares fríos
a lugares más
cálidos.

adding -er

They fly from
cold places to
places that are
warmer.

más
+ adjetivo
+ que

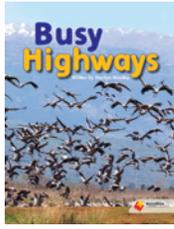
Las aguas del
océano son
más calmas
que la de los
rápidos.

adding -er
and the word
than

The ocean
waters are
calmer than
the rapids.

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



Content, Language, and Literacy Assessment

Unit 7



Name: _____ Date: _____

Read the text and respond.

Why Animals Migrate

Migration is a long journey many animals make to find food and a warm and safe place for their young. Most animals travel in groups, but some travel alone.

Birds travel in large groups to places with plenty of food where they breed and care for their young. Some birds fly in a V-shape to save energy. Each bird flies just behind the wing tip of the bird in front, with a lead bird finding the way. When the lead bird is tired, another bird takes its place.

Humpback whales swim in groups to the cold waters near Massachusetts to feed and build up fat. They then travel to the warmer waters of the Caribbean to breed. After about five months, when the calves have grown, they return to the cooler waters to feed and grow.

1. Multiple Choice

Why do animals migrate? (Circle the letter for the correct answer.)

- A. To change their color.
- B. To find food and a warm place to breed and care for their young.
- C. To sleep for a long time.
- D. To stay in one place all year.

2. Written Response

Migration is important for the survival of some animal species. In your writing:

- Explain why animals migrate.
- Describe one detail about whale migration and one detail about bird migration.
- Explain how migration helps animals survive.



Word Bank

primero first	entonces then	como resultado as a result	por ejemplo for example	cuando when	por lo tanto therefore	así so
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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