

SENTENCE FRAMES

Unit 5: Plantas: La clave de la vida Plants: The Key to Life



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Sin plantas en la tierra _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. dll.myokapi.com

Un alimento que es producido por las plantas que yo como o he visto es el/la _____. Algunos ejemplos podrían ser: tomate, aguacate, espinaca, maíz, sandía, arroz.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. dll.myokapi.com

Partner A: Plants use _____ from the _____ as well as _____ and a _____ from the air, to make their own _____.

Partner B: Plants need some of this _____ to grow, but _____ is also stored in the _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. dll.myokapi.com

Partner A: **When** an animal eats a _____, energy from the sun is stored in the _____.

Partner B: The _____ uses some of this _____ straight away, and some is stored in its body. This stored _____ can be passed on to animals.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. dll.myokapi.com

Lesson 1: Comprehension and Vocabulary

Partner A: **When** one animal eats another animal, they get _____ from the _____ they have eaten. This is called a _____.

Partner B: We are part of a _____. Plants and animals supply us with _____ and _____. Plants also provide us with most of the _____ we breathe.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Compañero/a A: Las _____ necesitan el _____ para obtener _____, _____ y _____ del aire.

Compañero/a B: Las _____ proveen _____ para _____.

Compañero/a A: Para poder sobrevivir todos los _____ dependen de las _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 1: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

SENTENCE FRAMES

Unit 5: Plantas: La clave de la vida Plants: The Key to Life



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 2: Comprehension and Vocabulary

Compañero/a A: Las _____ desaparecen por el _____ y por los _____ naturales.

Compañero/a B: Las personas talan o _____ los bosques para construir _____, _____, _____ y _____.

Compañero/a A: También las plantas _____ cuando hay _____, _____, _____ y _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 2: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Partner A: The main statement on pages 12–13 is that natural _____, such as _____, _____, and _____ are disappearing.

Partner B: People cut down _____, clear _____, and drain _____ to build _____, _____, _____, and _____. The author also states that natural disasters **such as** _____, _____, and _____ can also damage plants and forests.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 2: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Lesson 2: Comprehension and Vocabulary

Partner A: The author states that replanting programs and other actions are being undertaken to protect _____ and _____ vegetation.

Partner B: **For example**, in the _____ an organization called the _____ Foundation works hard to _____ forest areas.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 2: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Otra solución pudiese ser _____.

Esta solución es una buena idea porque _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 2: Comprehension and Vocabulary
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

SENTENCE FRAMES

Unit 5: Plantas: La clave de la vida Plants: The Key to Life



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 3: Grammar and Foundational Skills

La palabra desaparecido está formada por el prefijo ____- y el verbo _____. La nueva palabra significa que algo ya no se puede ver o está ausente.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 3: Grammar and Foundational Skills
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Partner A: When we know what _____ mean and how they are used, it helps us figure out _____ words in the text. For instance, I know that the prefix **re-** means that something is _____ or _____ before.

Partner B: An example is the word _____. The prefix **re-** means that trees are being planted _____ to restore a previously existing forest.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 3: Grammar and Foundational Skills
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Un prefijo es _____ o _____ que colocamos al principio de una palabra y cambian su _____. Esto nos ayuda a _____ y usar palabras difíciles.

Por ejemplo, el prefijo **re-** nos indica que algo está _____. Esto nos ayuda a entender que la palabra _____ significa _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 3: Grammar and Foundational Skills
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

SENTENCE FRAMES

Unit 5: Plantas: La clave de la vida Plants: The Key to Life



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que las plantas hacen su propio _____ con la luz del _____, _____ y _____. También, proveen alimento y _____ para respirar. Las plantas son _____ para otros animales y creando _____.

Compañero/a B: Los árboles son nuestras _____ más importantes, pero estamos _____ entornos naturales al _____ o _____ los bosques.

SENTENCE FRAMES

Unit 5: Plantas: La clave de la vida Plants: The Key to Life



Content, Language,
and Literacy
Teaching for Academic Language

Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: Los prefijos son letras que se añaden al _____ de las palabras y cambian su _____.
Entender cómo funcionan los _____ nos ayuda a _____
mejor las palabras.

Compañero/a B: Por ejemplo, en la palabra desaparecer, el _____ - indica una acción _____. En este ejemplo significa que algo no se puede ver o no _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

The word replant is formed by the _____ - and the verb _____ and it means to _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

The word reforestation is _____ in Spanish.
The prefix _____ - in both words has the same _____ to
do it _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. cll.myokapi.com

Lesson 5: Review and Cross-Linguistic Connections

Partner A: I notice that in English _____.

Partner B: For example, _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. c.ll.myokapi.com

Partner A: I notice that in Spanish _____.

Partner B: For example, _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. c.ll.myokapi.com

Partner A: In both English and Spanish, prefixes are _____
added at the _____ of a word to _____ the _____.
For example, the _____ -.

Partner B: In the English word *recover* and the Spanish
word _____, the prefix _____ - has the same meaning,
to do it _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. c.ll.myokapi.com

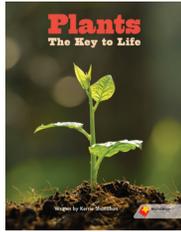
In English and Spanish prefixes change the _____ of
words. _____ in English and Spanish come from _____
and _____.

Content, Language, and Literacy *Plantas: La clave de la vida / Plants: The Key to Life* Unit 5, Lesson 5: Review and Cross-Linguistic Connections
© 2026 EC Licensing Pty Ltd. c.ll.myokapi.com

Lesson 5: Review and Cross-Linguistic Connections

Compañero/a A: Aprendí que en inglés y español el prefijo re- significa lo mismo, _____ / _____.
Por ejemplo, _____ y _____.

Compañero/a B: Es importante saber cómo funcionan los _____ en las palabras porque eso nos ayuda a usar y _____ mejor el vocabulario.



Content, Language, and Literacy

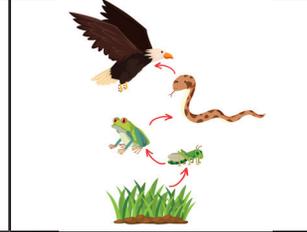
Unit 5, Lesson 1: Comprehension and Vocabulary

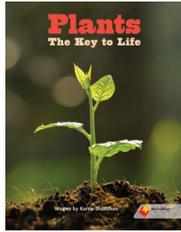
Vocabulary Anchor Chart



**Content, Language,
and Literacy**
Teaching for Academic Language

| Español | | English |
|--------------------|---|---------|
| energía |  | |
| energía almacenada |  | |

| Español | | English |
|--------------------|---|---------|
| cadena alimentaria |  | |
| nos proveen |  | |



Content, Language, and Literacy

Unit 5, Lesson 2: Comprehension and Vocabulary

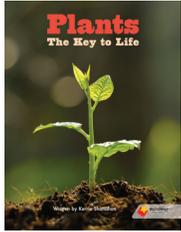
Vocabulary Anchor Chart



Content, Language,
and Literacy
Teaching for Academic Language

| Español | | English |
|---------------------|---|---------|
| entornos naturales |  | |
| desmonte |  | |
| inundaciones |  | |
| desastres naturales |  | |

| Español | | English |
|------------------------------|---|---------|
| bosques |  | |
| pastizales |  | |
| humedales |  | |
| talan los bosques tropicales |  | |



Content, Language, and Literacy

Unit 5, Lesson 3: Grammar and Foundational Skills

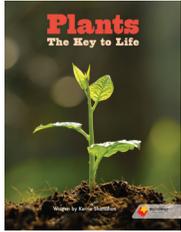
Grammar Anchor Chart



Content, Language,
and Literacy
Teaching for Academic Language

Prefijos re-, de-, des-

| Prefijo | Significado |
|---------|----------------------------|
| re- | otra vez, de nuevo |
| de- | hacer lo opuesto, revertir |
| des- | negación, ausencia |



Content, Language, and Literacy

Unit 5, Lesson 3: Grammar and Foundational Skills

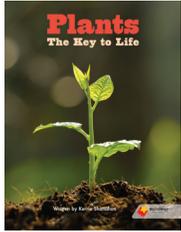
Grammar Anchor Chart



**Content, Language,
and Literacy**
Teaching for Academic Language

Prefixes re-, de-, dis-

| Prefix | Meaning |
|--------|-------------------------------|
| re- | again, back |
| de- | doing the opposite, reversing |
| dis- | not, the opposite of |



Content, Language, and Literacy

Unit 5, Lesson 3: Grammar and Foundational Skills

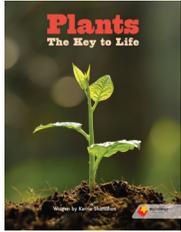
Grammar Anchor Chart



Content, Language,
and Literacy
Teaching for Academic Language

Prefix re-

| Prefix | Meaning of prefix | Word | Meaning of word |
|--------|-------------------|---------------|---|
| re- | again, back | reforestation | to restore forest that has been damaged |
| | | replant | to plant again |
| | | regrow | to grow again |
| | | recover | to get well again |



Content, Language, and Literacy

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

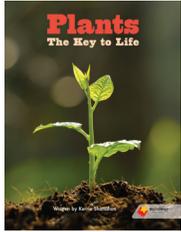
Grammar Anchor Chart



Content, Language,
and Literacy
Teaching for Academic Language

Prefix re-

| Word in English | Prefix/prefijo | Meaning of Prefix/ Significado del prefijo |
|-----------------|----------------|---|
| reforestation | re- | again, back/otra vez, de nuevo |
| replant | | |
| regrow | | |
| recover | | |



Content, Language, and Literacy

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

Grammar Anchor Chart



Content, Language,
and Literacy
Teaching for Academic Language

Prefix/prefijo re-

English

Español

Word in
English

Meaning of prefix

Palabra
en español

Significado de la
palabra

reforestation

again,
back/otra vez,
de nuevo

reforestación

to restore a
forest that has
been damaged

replant

replantar

to plant again
or anew

regrow

rebrotar

to grow again

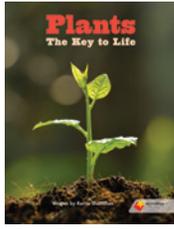
recover

recuperar

to get well again

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 5



Name: _____ Date: _____

Read the text and respond.

Plants are Essential Resources

Plants are essential resources for animals and people. Plants provide food and energy for people and animals. Animals eat grass and leaves, and people eat fruits and vegetables. Plants clean the air and they also release oxygen into the air. They cool the air. They take in water through their roots, and when the weather is hot, they release it as water vapor.

Some plants are endangered and need to be protected. When we cut down forests, clear grasslands, and build houses, roads, and farms, plants can be destroyed. But we cannot live without plants, they are important to everyone. Therefore, we should take care of plants and plant more of them!

1. Multiple Choice

Which answer is the best summary of the text? (Circle the letter for the correct answer.)

- A. Plants are pretty and grow in many places.
- B. Plants provide food and oxygen, and we should protect endangered plants.
- C. Animals only eat plants, and people do not need them.
- D. Plants make the air dirty and cause problems.

2. Written Response

Plants are essential because they help animals and people survive. In your writing:

- Explain one reason plants help us.
- Explain one reason plants help the air.
- Explain one way we can protect plants.



Word Bank

| | | | | | | |
|-------------------|----------------------------|----------------------------|------------------------------|-----------------------|--------------------------------|---------------------------|
| porque because | en primer lugar firstly | por ejemplo for example | en segundo lugar secondly | finalmente finally | en conclusión in conclusion | por lo tanto therefore |
|-------------------|----------------------------|----------------------------|------------------------------|-----------------------|--------------------------------|---------------------------|

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 |