

# SENTENCE FRAMES

## Unit 12: Luchar contra la extinción Going, Going, Gone?



Content, Language,  
and Literacy  
Teaching for Academic Language

### Lesson 1: Comprehension and Vocabulary

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Predigo que el libro se tratará sobre \_\_\_\_\_.

Basado en \_\_\_\_\_, yo predigo que el libro se va a tratar de \_\_\_\_\_.

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Partner A: Many animals are facing challenges because of changes in the \_\_\_\_\_. Since the Earth is getting \_\_\_\_\_, habitats are \_\_\_\_\_, making it difficult for animals to \_\_\_\_\_. They can no longer get the \_\_\_\_\_ they need and **as a result** many animal species \_\_\_\_\_.

Partner B: **Also**, as the population of the world \_\_\_\_\_, we use more of the Earth's natural \_\_\_\_\_, and this damages both the \_\_\_\_\_, and the \_\_\_\_\_, of many animals.

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## Lesson 1: Comprehension and Vocabulary

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Partner A: Habitats are \_\_\_\_\_ when land is cleared for farmland to grow \_\_\_\_\_ as food for us and for our farm \_\_\_\_\_.

Partner B: We also cut down \_\_\_\_\_ for things we \_\_\_\_\_, and build \_\_\_\_\_ that **cause** \_\_\_\_\_. Our cities are always growing, destroying the \_\_\_\_\_ of many \_\_\_\_\_ who have nowhere to go.

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Varias \_\_\_\_\_ están \_\_\_\_\_ o \_\_\_\_\_  
\_\_\_\_\_. Es importante entender lo que está pasando con las diferentes \_\_\_\_\_ ya que existe un \_\_\_\_\_ de perder más animales debido a actividades humanas y cambios ambientales.

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### Lesson 2: Comprehension and Vocabulary

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Partner A: The Earth is getting \_\_\_\_\_ and polar bears are \_\_\_\_\_. A key detail is that the sea ice \_\_\_\_\_ earlier in the spring and \_\_\_\_\_ again later in the fall.

Partner B: Therefore, the seal \_\_\_\_\_ season is much \_\_\_\_\_. This gives the polar bears less time to \_\_\_\_\_ seals. **Because of this**, some polar bears can go hungry and may not \_\_\_\_\_.

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Partner A: **Causes:** Many \_\_\_\_\_ activities **cause** damage to the \_\_\_\_\_. Clearing \_\_\_\_\_ to grow crops, cutting down \_\_\_\_\_, building cities, roads and railways, all of these activities change the \_\_\_\_\_ and destroy \_\_\_\_\_.

Partner B: **Effects:** **When** an animal's habitat is \_\_\_\_\_, the plants and other animals that it needs for food \_\_\_\_\_. An animal \_\_\_\_\_ that cannot adapt to these \_\_\_\_\_ or escape to a new \_\_\_\_\_, will become \_\_\_\_\_.

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## Unit 12: Luchar contra la extinción Going, Going, Gone?



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### Lesson 3: Grammar and Foundational Skills

The sentence, “The sea freezes” expresses a \_\_\_\_\_ about what happens to the sea when the weather gets \_\_\_\_\_. It is formed by taking the base verb \_\_\_\_\_ and adding -\_\_ for the third \_\_\_\_\_ subject.

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Partner A: Knowing the formation and use of \_\_\_\_\_ tense helps us \_\_\_\_\_ the text better. In “The polar bear makes a violent charge,” the verb \_\_\_\_\_ is formed by adding -\_\_ to the verb \_\_\_\_\_ to form the \_\_\_\_\_.

Partner B: It indicates that this is a common \_\_\_\_\_ of the \_\_\_\_\_. The \_\_\_\_\_ shows that \_\_\_\_\_ a \_\_\_\_\_, and helps us to understand the polar bear \_\_\_\_\_ described in the text.

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## Lesson 3: Grammar and Foundational Skills

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Entender cómo \_\_\_\_\_ y \_\_\_\_\_ los \_\_\_\_\_ en  
\_\_\_\_\_ es importante porque nos ayuda a  
describir \_\_\_\_\_ que hacemos en este momento, que  
hacemos \_\_\_\_\_ y cosas que son \_\_\_\_\_.

Cuando sabemos cómo \_\_\_\_\_ en  
\_\_\_\_\_, podemos expresar ideas más claramente.  
Por ejemplo, \_\_\_\_\_.

# SENTENCE FRAMES

## Unit 12: Luchar contra la extinción Going, Going, Gone?



Content, Language,  
and Literacy  
Teaching for Academic Language

### Lesson 4: Responding to Text Through Writing

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Compañero/a A: Aprendí que el \_\_\_\_\_ global y el uso excesivo de \_\_\_\_\_ naturales están afectando a muchas \_\_\_\_\_ de animales. Esto causa cambios en sus \_\_\_\_\_, lo que dificulta su supervivencia.

Compañero/a B: **Sin embargo**, también hay ejemplos positivos, como la recuperación de las \_\_\_\_\_ mostrando que si actuamos podemos marcar la diferencia en la protección de la estas \_\_\_\_\_ de animales.

# SENTENCE FRAMES

## Unit 12: Luchar contra la extinción Going, Going, Gone?



Content, Language,  
and Literacy  
Teaching for Academic Language

### Lesson 5: Review and Cross-Linguistic Connections

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Compañero/a A: Los verbos están en \_\_\_\_\_  
y cambian su \_\_\_\_\_ según quién hace la acción.  
Por ejemplo, el verbo \_\_\_\_\_ agrega la terminación  
de \_\_\_\_\_ persona plural -\_\_.

Compañero/a B: El verbo \_\_\_\_\_ también agrega la  
terminación -\_\_ de \_\_\_\_\_ plural. Ambos  
verbos nos muestran lo que los \_\_\_\_\_ hacen \_\_\_\_  
\_\_\_\_\_ cuando están comiendo.

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Simple present tense verbs are formed by \_\_\_\_\_ -\_\_ or  
-\_\_ to the \_\_\_\_\_ of the verb for the \_\_\_\_\_ person  
\_\_\_\_\_ to describe \_\_\_\_\_, routines and  
\_\_\_\_\_. 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

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Partner A: I notice that in Spanish \_\_\_\_\_.

Partner B: For example, \_\_\_\_\_.

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Partner A: In both English and Spanish, the \_\_\_\_\_  
\_\_\_\_\_ describes \_\_\_\_\_ and \_\_\_\_\_.

Partner B: However, in English, only the \_\_\_\_\_  
\_\_\_\_\_ is changed by adding -\_\_ or -\_\_, while in Spanish,  
all subjects change the verb endings based on whether the verb  
ends in -\_\_, -\_\_, or -\_\_.

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In both English and Spanish, the \_\_\_\_\_  
describes \_\_\_\_\_ and \_\_\_\_\_. In English, only  
the \_\_\_\_\_ changes by adding -\_\_ or -\_\_.  
In Spanish, all subjects \_\_\_\_\_ the verb endings based on  
whether the verb ends in -\_\_, -\_\_, or -\_\_.

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## Lesson 5: Review and Cross-Linguistic Connections

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Compañero/a A: Los verbos en \_\_\_\_\_ en español cambian su \_\_\_\_\_ según quién hace la acción. En “Compartimos con otros animales”, el verbo \_\_\_\_\_ cambia a \_\_\_\_\_ porque se refiere a \_\_\_\_\_.

Compañero/a B: En inglés, “We share with other animals” usa el verbo \_\_\_\_\_, que no cambia porque \_\_\_\_\_ es un \_\_\_\_\_ que no requiere una \_\_\_\_\_. Usamos el \_\_\_\_\_ para hablar de cosas que hacemos \_\_\_\_\_, como compartir con otros.



# Content, Language, and Literacy

Unit 12, Lesson 1: Comprehension and Vocabulary

## Vocabulary Anchor Chart



**Content, Language,  
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Teaching for Academic Language

Español		English
extinto		
especies		

Español		English
en peligro de extinción		
riesgo		



# Content, Language, and Literacy

Unit 12, Lesson 2: Comprehension and Vocabulary

## Vocabulary Anchor Chart



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

Español		English
hábitat		
recursos		

Español		English
clima		
extinción		



# Content, Language, and Literacy

Unit 12, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,  
and Literacy  
Teaching for Academic Language

## Forming Regular Verbs in English

Explicación	Formación	Ejemplos
Tercera persona singular (He/She/It)	Agrega -s o -es al final del verbo.	The climate gets much colder (p.6)
Primera y segunda persona singular y plural (I/You/ We/They)	usa el verbo sin ningún cambio	Seals swim (p.14)
usos	Describe hábitos, rutinas, o hechos	The sea freezes. (p.15)



# Content, Language, and Literacy

Unit 12, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,  
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Teaching for Academic Language

## Simple Present Tense

### Explanation

### Examples

He/She/It

Add -s or -es  
to the verb.

The sea freezes.  
(p.15)

I/You/ We/They

Use the verb without  
any changes

Uses

To describe habits,  
routines, or facts



# Content, Language, and Literacy

Unit 12, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart



Content, Language,  
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Teaching for Academic Language

## Simple Present Tense

### Explanation

### Examples

He/She/It

Add -s or -es  
to the verb.

As the population  
increases ...  
(p.7)

I/You/ We/They

Use the verb  
without any  
changes

Animals compete  
with each other ...  
(p.6)

Uses

To describe habits,  
routines, or facts

The polar bear makes  
a violent charge ...  
(p.15)



# Content, Language, and Literacy

Unit 12, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



**Content, Language,  
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## De presente simple

Explicación		Ejemplos
<p>Conjugación -ar</p>	<p>Se agrega: -o, -as, -a, -amos, -áis, -an</p>	<p>Yo hablo – Tú hablas – Ella/ él habla Nosotros hablamos – Vosotros habláis – Ellos hablan</p>
<p>Conjugación -er</p>	<p>Se agrega: -o, -es, -e, -emos, -éis, -en</p>	<p>Yo como – Tú comes – Ella/ él come – Nosotros comemos – Vosotros coméis – Ellos comen</p>
<p>Conjugación -ir</p>	<p>Se agrega: -o, -es, -e, -imos, -ís, -en</p>	<p>Yo vivo – Tú vives – Ella/ él vive – Nosotros vivimos – Vosotros vivís – Ellos viven</p>
<p>Usos</p>	<p>Para hablar de cosas que hacemos siempre o a menudo y para expresar verdades</p>	<p>Yo como sano todos los días. Nosotros hablamos claro. Ella vive en la ciudad</p>



# Content, Language, and Literacy

Unit 12, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



Content, Language,  
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Teaching for Academic Language

## Simple Present Tense

Explanation		Examples	Students' Examples
<p>He/She/It To describe habits, routines, or facts</p>	<p>Add -s or -es to the verb.</p>	<p>The population increases. (p.7)</p>	<p>The body of the polar bear adapts to cold temperatures. (About the text on p.14)</p>
<p>I/You/ We/They To describe habits, routines, or facts</p>	<p>Use the verb without any changes</p>	<p>Animals compete with each other. (p.6)</p>	<p>They prey on smaller native animals, birds and reptiles. (p.11)</p>



# Content, Language, and Literacy

Unit 12, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart



Content, Language,  
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## Simple Present Tense

English

Español

Describes habitual actions and general facts

Adds **-s** or **-es** only for  
the third person singular

Changes according to the  
verb ending (**-ar**, **-er**, **-ír**)

get

I get - You get - He/she/it gets -  
We get - You get - They get  
The climate **gets** much colder. (p.6)

buscar

Yo busco - Tú buscas - Ella/él busca,  
Nosotros buscamos - Vosotros buscáis -  
Ellos buscan  
**Los animales buscan** otros tipos de alimentos. (p.6)

compete

I compete - You compete -  
He/she/it competes - We compete -  
You compete - They compete  
**Animals compete** with each other for food. (p.6)

comer

Yo como - Tú comes - Ella/él come -  
Nosotros comemos - Vosotros coméis -  
Ellos comen  
**Se pelean mientras comen.** (p.11)

# Content, Language, and Literacy Assessment Rubric

Name: _____ Date: _____ Unit: _____		Potential Points	Actual Score
<b>Multiple Choice</b>	<b>Correct</b>	20	_____/20
	<b>Incorrect</b>	0	
<b>Written Response Process and Organization</b>	<b>Proficient</b> 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
	<b>Developing</b> Writing shows some organization Complete sentences Combines or expresses ideas in a clear and effective way	20	
	<b>Beginning</b> Does not combine or express ideas in a clear and effective way	0	
<b>Written Response Science Ideas and Explanations</b>	<b>Proficient</b> Accurate answer Completely addresses all parts of the question	40	_____/40
	<b>Developing</b> Partial answer Provides only half of the correct details	20	
	<b>Beginning</b> Incorrect or irrelevant answer	0	
<b>TOTAL SCORE</b>			_____/100



# Content, Language, and Literacy Assessment



## Unit 12

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and respond.

### Why Some Animals Are Disappearing

For millions of years, species of animals have become extinct. Sometimes the earth has been warmer and sometimes colder than today. Plants die, there is less food for animal species and some do not survive. In the world today, many species are in danger of becoming extinct.

Polar bears need sea ice to hunt for their main food, seals. The earth is getting warmer and there is less sea ice. The ice melts earlier and freezes later. Therefore polar bears have less time to catch seals. They are hungry and in danger. About 300 years ago, humans started hunting whales and still do so today. Millions of whales have been killed and species are endangered. Whale hunting has now been banned, but whales continue to be killed. However, more people are interested in whales and are working to protect them.

#### 1. Multiple Choice

Which answer best describes the main idea AND a supporting detail from the text?

(Circle the letter for the correct answer.)

- A. Main idea: Animals are not affected by environmental change. Detail: Polar bears will always have ice.
- B. Main idea: Environmental change can harm animals, but people can help. Detail: Whales are protected by law.
- C. Main idea: Whales live in the ocean. Detail: They swim daily to find food.
- D. Main idea: All animals will become extinct. Detail: Every animal disappears.

#### 2. Written Response

Animals become extinct for different reasons. In your writing:

- Explain why a species has been endangered.
- Explain how people can help.

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#### Word Bank

porque because	así so	por ejemplo for example	como resultado as a result	por lo tanto therefore	en consecuencia consequently	sin embargo however
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# Content, Language, and Literacy Assessment

Grade 3

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