SENTENCE FRAMES

Unit 9: Los animales y sus ancestros
Animals and their Ancestors

Content, Language, and Literacy
Teaching for Academic Language

Lesson 1: Comprehension and Vocabulary

Compañero/a A: Noto que los _____ tenían _____ arriba, abajo y atrás.

Compañero/a B: Luego, que después de millones de años las _____ se convirtieron en _____ traseras y delanteras. También, noto que a través de los años la _____ trasera cambió a una _____ grande y larga.

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Partner A: **Long ago**, the first animals on Earth lived in the _____. **As time passed**, the _____ changed, and so did many of the _____ that lived in them.

Partner B: **Over millions of years**, some animals developed special _____ that allowed them to leave the _____ and live on _____. These animals continued to change, adapting to new _____.

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Lesson 1: Comprehension and Vocabulary

Partner A: Fossils are important because they show us how some fish _____ into _____ that could live in _____ and on _____.

Partner B: Fossils help scientists learn about the _____ and how animals adapted to new _____.

En el texto, aprendimos que los _____ muestran cómo las _____ de animales se _____ con el tiempo para sobrevivir en nuevos _____. Estos _____ nos enseñan que muchos animales _____. Pudieron respirar _____ y les crecieron extremidades para poder vivir en la _____. Muchos animales siguieron cambiando mientras se adaptaban a los cambios en su _____.

Compañero/a A: Noto que los _____ tenían _____ arriba, abajo y atrás.

Compañero/a B: Luego, las _____ se convirtieron en _____ traseras y delanteras. También, noto que a través de los años la _____ trasera cambió a una _____ grande y larga.

SENTENCE FRAMES

Unit 9: Los animales y sus ancestros
Animals and their Ancestors

Lesson 2: Comprehension and Vocabulary

Content, Language, and Literacy
Teaching for Academic Language

Fossils show _____ how the _____ have _____ over time into the animals of _____.

Content, Language, and Literacy *Los animales y sus ancestros / Animals and their Ancestors*
Unit 9, Lesson 2: Comprehension and Vocabulary © 2026 EC Licensing Pty Ltd. cll.myokapi.com

The ancestors that came before me are _____.

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Partner A: Whales and hippos have the Pakicetus _____ in common.

Partner B: Over millions of years, the Pakicetus _____ and evolved into _____ and _____.

Partner A: Whales and hippos have _____. Some _____ do not have teeth and all whales live only in the _____, while _____ live on land and in water. Hippos have huge teeth like tusks and eat grass.

Content, Language, and Literacy *Los animales y sus ancestros / Animals and their Ancestors*
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Lesson 2: Comprehension and Vocabulary

Partner A: Birds _____ from small meat-eating _____ a long time ago. Over time, their bodies got _____, and they learned to fly.

Partner B: Some grew feathers that helped them ____ better, and others grew feathers to keep _____ in very cold places.

Hace muchos años, las especies animales cambiaron _____ para adaptarse a sus _____. Por ejemplo, ballenas e hipopótamos comparten un _____ amante del agua con cuatro _____ y _____. Pero han _____ con el _____ para vivir en diferentes _____. Los cuerpos y dientes de los caballos también _____ durante _____ de años para comer _____.

Incluso las aves, que alguna vez fueron pequeños dinosaurios _____ a ser las miles de _____ de aves que tenemos hoy en día. Esta increíble _____ a lo largo de mucho _____ ayuda a los animales a sobrevivir en sus _____ únicos.

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SENTENCE FRAMES

Unit 9: Los animales y sus ancestros
Animals and their Ancestors

Content, Language, and Literacy
Teaching for Academic Language

Lesson 3: Grammar and Foundational Skills

Compañero/a A: El _____ se usa para hablar de cosas que sucedieron en el _____. Por ejemplo, en la oración "The boy cried when the car stopped", usamos los verbos _____ y _____.

Compañero/a B: El verbo _____ se forma al cambiar la -__ por -__ y añadir la terminación -___. El verbo _____ se forma al duplicar la última _____ y luego agregar -___.

Partner A: Knowing the formation and use of regular _____ _____ _____ verbs helps us understand the sequence of _____ by identifying actions that happened and _____ in the _____.

Partner B: For instance, in the sentence "Over millions of years, some animals adapted in ways that enabled them to leave the ocean," the verb _____ tells us that this change happened in the _____.

En inglés, el _____ _____ de los verbos _____ se usa para _____ ___ _____ que sucedieron en el _____ o para describir cómo eran las cosas antes. Se forman al agregar -___ al _____ de la palabra base. Por ejemplo, _____.

Pero si el verbo termina en _____ se le agrega solo la -__. Por ejemplo, _____. Cuando el _____ termina en -__ se cambia la **y** por -__ y se agrega -___. Por ejemplo, _____. A veces se _____ la _____ _____ y luego se agrega -___. Por ejemplo, _____.

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SENTENCE FRAMES

Unit 9: Los animales y sus ancestros
Animals and their Ancestors

Content, Language, and Literacy
Teaching for Academic Language

Lesson 4: Responding to Text Through Writing

Compañero/a A: Aprendí que las especies animales cambian _____ con el tiempo, _____ a nuevos entornos. **Hace muchos años**, los _____ de muchas especies de hoy día vivían en _____. Pero algunos se _____ para poder vivir en la _____.

Compañero/a B: **Hoy en día**, tenemos una increíble variedad de _____. Sus cuerpos, comportamientos y ciclos de vida cambiaron para ayudarlos a _____ en un entorno cambiante.

Unit 9, Lesson 4: Responding to Text Through Writing © 2026 EC Licensing Pty Ltd. cll.myokapi.com

SENTENCE FRAMES

Unit 9: Los animales y sus ancestros
Animals and their Ancestors

Content, Language, and Literacy
Teaching for Academic Language

Lesson 5: Review and Cross-Linguistic Connections

We form the simple _____ tense of the word _____, by adding -__ to the _____ because it ends in -__. It becomes _____.

Content, Language, and Literacy *Los animales y sus ancestros / Animals and their Ancestors*
Unit 9, Lesson 5: Review and Cross-Linguistic Connections © 2026 EC Licensing Pty Ltd. cll.myokapi.com

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: Simple past verbs in English and _____ in Spanish are formed _____ but both refer to _____ done in the _____ and _____. In English, we say, "They played soccer yesterday", and in Spanish, we use "Jugamos fútbol ayer".

Partner B: Also, in English, we add -___ to make the simple past, while in Spanish, we change endings for example to -_____ for -___ and -___ verbs.

En español, el verbo _____ está en _____, formado al quitar -___ y añadir -_____. Esto se usa para mostrar _____ _____. En inglés el verbo _____ está en _____ _____ _____, formado al añadir -___, usado también para acciones _____.

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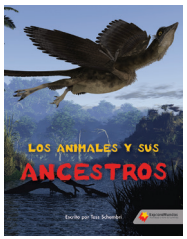
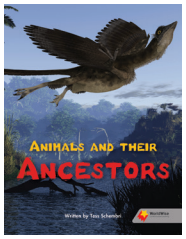




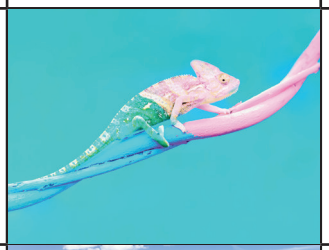
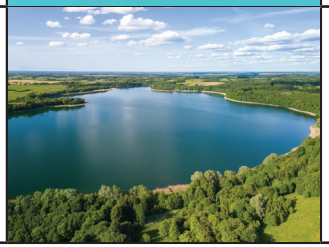
Content, Language, and Literacy

Unit 9, Lesson 1: Comprehension and Vocabulary

Vocabulary Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Español		English
fósiles		
especies		

Español		English
adaptarse		
medioambiente		

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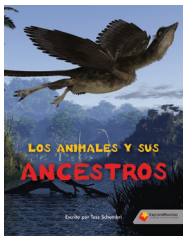
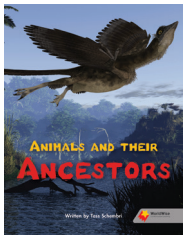




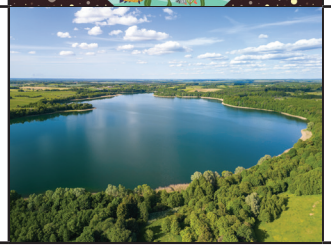
Content, Language, and Literacy

Unit 9, Lesson 2: Comprehension and Vocabulary

Vocabulary Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Español		English
ancestro		
antiguo		
evolución		

Español		English
hábitat		
medioambiente		

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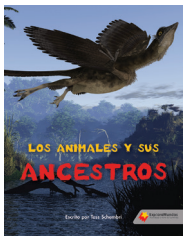

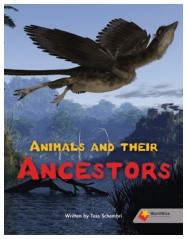

Content, Language, and Literacy

Unit 9, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Tiempo pasado de verbos regulares en inglés

La mayoría de los verbos regulares en inglés agregan la terminación **-ed** al final del verbo en infinitivo.
Por ejemplo: to play – played

1. Los verbos que terminan en **-e**, simplemente añaden **-d**.
   - Por ejemplo, change – changed.
2. Los verbos que terminan en consonante + **-y**, cambian la y a i y añaden **-ed**.
   - Por ejemplo, cry – cried.
3. Los verbos cortos que terminan en consonante, duplican la última consonante y añaden **-ed**
   - Por ejemplo, stop – stopped.

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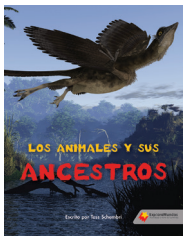

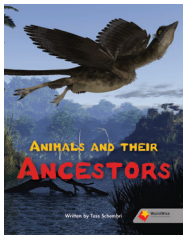

Content, Language, and Literacy

Unit 9, Lesson 3: Grammar and Foundational Skills

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Simple Past Tense Verbs in English

Rule	Example	Explanation
Most verbs	Many animal species developed. (p.5)	Add **-ed** to the end of the verb.
Verbs ending in **-e**	It grazed on fruits and leaves. (p.8)	Add **-d** because it already ends with an **-e**.
Verbs that end in **-y**	All these changes exemplified how animals have evolved over the years. (not in text)	Change the **-y** for **-i** and add **-ed** to the end of the verb.
One syllable verbs ending in a **consonant**	Animals never stopped changing. (not in text)	Double the last letter and add **-ed**.

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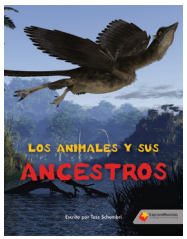

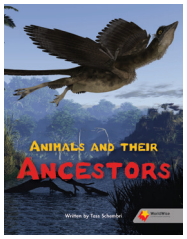

Content, Language, and Literacy

Unit 9, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Pretérito simple, verbos regulares en español

Terminación del verbo	Cómo se forma	Ejemplos
-ar = jugar	yo jugué, tú jugaste, él/ella/usted jugó, nosotros/nosotras jugamos, ellos/ellas/ustedes jugaron	
-er = comer	yo comí, tú comiste, él/ella/usted comió, nosotros/nosotras comimos, ellos/ellas/ustedes comieron	
-ir = vivir	yo viví, tú viviste, él/ella vivió, nosotros/nosotras vivimos, ellos/ellas/ustedes vivieron	

Cómo se usa:

- Para hablar de acciones que terminaron en el pasado.
- Para describir situaciones en el pasado.
- Para contar cómo fueron las cosas antes.

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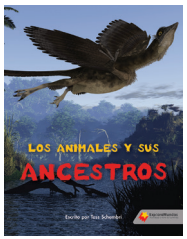

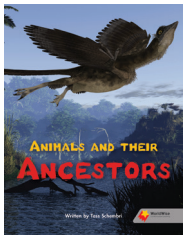

Content, Language, and Literacy

Unit 9, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Simple Past Tense of Regular English Verbs

Rule	Example	Explanation
Most verbs	Many animal species developed. (p.5)	Add **-ed** to the end of the verb.
Verbs ending in **-e**	It grazed on fruits and leaves. (p.8)	Add **-d** because it already ends with an **-e**.
Verbs that end in **-y**	All these changes exemplified how animals have evolved over the years. (not in text)	Change the **-y** for **-i** and add **-ed** to the end of the verb.
One syllable verbs ending in a consonant	Animals never stopped changing. (not in text)	Double the last letter and add **-ed**.

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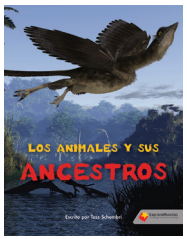

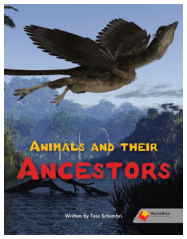

Content, Language, and Literacy

Unit 9, Lesson 5: Review and Cross-Linguistic Connections

Grammar Anchor Chart

Content, Language, and Literacy
Teaching for Academic Language

Simple Past Tense Verbs		
	English Simple Past Tense	**Pasado simple / Pretérito en español**
Formation	Add **-ed** to the base form (play – played)	**-ar** verbs: stem + aron (jugar – jugaron) **-er/-ir** verbs: stem = **-ieron** (comer – comieron/vivir – vivieron)
Uses	1. Completed actions in the past 2. Duration of an action with a specific time frame.	1. Completed actions in the past 2. To describe past situations or how things were in the past.
Example	Long, long ago, the first animals on Earth lived in the ocean. (p.4) Over millions of years, some animals adapted in ways that enabled them to leave the ocean. (p.5)	Hace mucho, mucho tiempo, los primeros animales de la Tierra vivieron en el océano. (p.4) A lo largo de millones de años, algunos animales se adaptaron de manera que pudieron abandonar el océano. (p.5)

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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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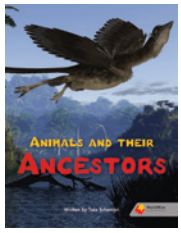

Content, Language, and Literacy Assessment

Unit 9

Content, Language, and Literacy
Teaching for Academic Language

Name: _____ Date: _____

Read the text and respond.

From Ocean to Sky: How Animals Changed Over Time

A long time ago, the first animals lived in the oceans. Over time, many species changed so they could live on land. For millions of years, as environments changed, animal species slowly changed and they gradually adapted to new environments. These changes created many of the animals we see today.

Whales and hippos share the same ancestor, but over millions of years they became two different species. Now, whales live in the ocean, while hippos live in water during the day, and come onto land at night to eat grass. Birds also evolved from small meat-eating dinosaurs; over time their bodies became lighter, and they developed feathers that helped them fly and survive.

1. Multiple Choice

Which sentence best summarizes the text? (Circle the letter for the correct answer.)

A. Animals changed quickly when they moved from the ocean to the land.

B. Over millions of years, animals slowly changed as environments changed, creating many species today.

C. Whales and hippos are the same species because they share an ancestor.

D. Birds evolved from whales, and hippos evolved from dinosaurs.

2. Written Response

Adaptations help animals survive in harsh places. In your writing:

- Animals changed quickly when they moved from the ocean to the land.
- Use evidence from the text.
- Make sure what you have written supports the main idea.

Word Bank

hace mucho tiempo a long time ago	gradualmente gradually	con el tiempo over time	hoy en día today	también also	ahora now	pero but

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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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