

Preview–Vista–Review

Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 12



English		Español
hummingbirds		
hover in the air		
helmet feeder		
bird feeders		

English		Español
sugar syrup		
stand still		
flapping		

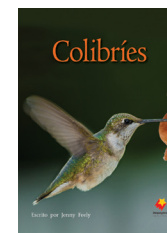
Vista Previa-View-Repaso

Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 12



Español		English
colibríes		
suspenderse en el air		
casco con comedero		
comederos para ave		

Español		English
almíbar de azúcar		
quédate quieto		
aleteando		



Vista Previa-View-Repaso

Developing Biliteracy

Set 12

Lo que quisiera recordar sobre los _____ es que _____.

PVR Developing Biliteracy Set 12 Activar el conocimiento previo Guías de discusión

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I think that if a _____ it would feel like _____.

PVR Developing Biliteracy Set 12 Before reading discussion prompts

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The _____ and the _____ are needed by the hummingbirds
to _____.

I think the _____ is used to _____.

PVR Developing Biliteracy Set 12 Academic language Vocabulary discussion prompts

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I think that _____, because _____.

PVR Developing Biliteracy Set 12 Introduce the book discussion prompts

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The _____ had to _____.

PVR Developing Biliteracy Set 12 Talking about the book Literal discussion prompt

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_____ could not _____ because _____.

PVR Developing Biliteracy Set 12 Talking about the book Inferential discussion prompt

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Developing Biliteracy

Set 12

I think that I probably _____, because _____.

PVR Developing Biliteracy Set 12 Talking about the book Synthesizing discussion prompt

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Yes, I think that _____, because _____.

No, I don't think that _____, because _____.

PVR Developing Biliteracy Set 12 Talking about the book Critical discussion prompt

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In Spanish you say _____, but in English you say _____.

PVR Developing Biliteracy Set 12 Language connections discussion prompt

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Aprendí que _____.

PVR Developing Biliteracy Set 12 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 12

What I would like to remember about _____ is that _____.

PVR Developing Biliteracy Set 12 Activate prior knowledge discussion prompt

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Pienso que cuando _____ el colibri _____.

PVR Developing Biliteracy Set 12 Antes de la lectura Guías de discusión

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El _____, y el _____ son necesarios para que los colibríes _____.

Pienso que el _____ se puede usar para _____.

PVR Developing Biliteracy Set 12 Lenguaje académico: Vocabulario Guías de discusión

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Pienso que _____, porque _____.

PVR Developing Biliteracy Set 12 Presente el libro Guías de discusión

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La _____ tuvo que _____.

PVR Developing Biliteracy Set 12 Hablar acerca del libro Literal Guías de discusión

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_____ no podía quedarse quieto porque _____.

PVR Developing Biliteracy Set 12 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 12

Pienso que probablemente _____ porque _____.

PVR Developing Biliteracy Set 12 Hablar acerca del libro: Sintetizar Guías de discusión

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Sí, pienso que _____ porque _____.

No, pienso que no _____ porque _____.

PVR Developing Biliteracy Set 12 Hablar acerca del libro: Crítico marcos de discusión

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En inglés se dice _____, pero en español se dice _____.

PVR Developing Biliteracy Set 12 Conexiones de lenguaje Guías de discusión

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I learned that _____.

PVR Developing Biliteracy Set 12 Review discussion prompt

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Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

El beso de un ala de colibrí Grade 2

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name:

Date:

Page	Text	Number of decoding errors	Comments on decoding errors
4	Julio estaba emocionado. Los colibríes estaban por llegar y deseaba verlos. Pero más que nada, deseaba ser besado por el ala de un colibrí.		
5	La madre de Julio había sido besada por el ala de un colibrí, al igual que su padre y su hermanita, de tan solo tres años. Todos decían que ver a un colibrí de cerca y sentir su ala en la mejilla era lo más maravilloso que les había sucedido.		
6	La única forma de que lo besara un colibrí con su ala era ponerse un casco con para colibríes y quedarse de pie muy muy <u>quieto.</u> 100 word		
Total			

Analyzing Reading

El beso de un ala de colibrí Grade 2

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- ☐ ¿Qué tuvo que hacer la familia para que les “besara” un colibrí con su ala? (*Literal*)
- ☐ ¿Por qué Julio no se podía quedar quieto? (*Inferential*)
- ☐ ¿Les gustaría a todas las personas ser besadas por el ala de un colibrí? ¿Por qué? ¿Por qué no? (*Critical*) _____/3

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Attends to punctuation _____/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. _____/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

The Kiss of a Hummingbird's Wing Grade 2

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
4	Johnny was excited. The hummingbirds were coming, and he wanted to see them. But more than anything, he wanted to be kissed by a hummingbird's wing.		
5	Johnny's mother had been kissed by a hummingbird's wing, so had his father and his little sister – and she was only three. Everyone said that seeing a hummingbird up close and feeling its wing on your cheek were the most wonderful things that had ever happened to them.		
6	The only way to get kissed by a hummingbird's wing was to put on a hummingbird helmet-feeder and stand very, very still.		
7	Standing very, very <u>still</u> was impossible 100 word for Johnny.		
Total			

Analyzing Reading

The Kiss of a Hummingbird's Wing Grade 2

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- ☐ What did the family have to do to be “kissed” by a hummingbird’s wing? (*Literal*)
- ☐ Why couldn’t Johnny stand still? (*Inferential*)
- ☐ Would everyone like to be kissed by a hummingbird’s wing? Why or why not? (*Critical*) ___/3

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Attends to punctuation ___/4

Decoding accuracy

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Planning the next step

Focus	What the student needs to learn next
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Content vocabulary	