

Preview–Vista–Review

Early Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 16



English		Español
safe place or animal shelter		
baby monkey		
baby squirrel		
squirrels in a nest		

English		Español
vet/veterinary doctor		
take care of the baby squirrels		
to look after themselves		
to let them go		

Vista Previa-View-Repaso

Biliteracidad temprana

Cártel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 16



Español		English
refugio de animales		
mono bebé		
ardilla bebé		
ardillas en un nido		

Español		English
doctora de veterinaria		
cuidar a las ardillas bebés		
cuidar de sí mismas		
liberarlas		



Vista Previa-View-Repaso

Early Biliteracy

Set 16

Las personas en el _____ le enseñan al _____ cómo _____,
cómo _____ y también cómo _____.

Un _____ debe saber cómo jugar con otros _____ porque si no
sabe _____ con _____ entonces _____.

PVR Early Biliteracy Set 16 Activar el conocimiento previo Guías de discusión

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A _____ that lives near my house is _____.

I think that a _____ could/could not _____ because _____.

PVR Early Biliteracy Set 16 Before reading discussion prompt

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The letter /i/ in _____, _____, and _____ makes the short
/i/ sound, while the letter /i/ in _____, _____, and _____ makes
the long /i/ sound.

PVR Early Biliteracy Set 16 Academic vocabulary Word study discussion prompts

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I think that _____ will _____.

PVR Early Biliteracy Set 16 Introduce the book discussion prompts

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_____ took the _____ to _____.

PVR Early Biliteracy Set 16 Talking about the book Literal discussion prompt

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If _____ had not rescued the _____ the _____ would _____.

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Vista Previa-View-Repaso

Early Biliteracy

Set 16

This story could have been written about wild animals such as _____ because _____.

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I think that _____ because _____.

PVR Early Biliteracy Set 16 Talking about the book Critical discussion prompt

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

PVR Early Biliteracy Set 16 Language connections discussion prompt

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Aprendí/Aprendimos que _____.

PVR Early Biliteracy Set 16 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 16

The people at the _____ teach _____ how _____, like _____ and also how to _____.

A _____ needs to know how to play with other _____ because if it doesn't know _____ then _____.

PVR Early Biliteracy Set 16 Activate prior knowledge discussion prompt

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Una _____ que vive cerca de mi casa es _____.

Pienso que una _____ podría/no podría _____ porque _____.

PVR Early Biliteracy Set 16 Antes de la lectura Guías de discussion

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Las letras ll forman un _____ y producen un solo _____, como en las palabras _____, _____ y _____.

PVR Early Biliteracy Set 16 Lenguaje académico Estudio de la palabra Guías de discussion

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Pienso que _____.

PVR Early Biliteracy Set 16 Presente el libro Guías de discussion

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_____ llevó las _____ al _____.

PVR Early Biliteracy Set 16 Hablar acerca del libro Literal Guías de discussion

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Si _____ no hubiera rescatado a las _____ las _____ habrían _____.

PVR Early Biliteracy Set 16 Hablar acerca del libro Inferencia Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 16

Esta historia se podría haber escrito de otros animales salvajes como _____ porque _____.

PVR Early Biliteracy Set 16 Hablar acerca del libro Sintetizar Guías de discussion

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Pienso que _____ porque _____.

PVR Early Biliteracy Set 16 Hablar acerca del libro Crítico marcos de discussion Ltd.

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

PVR Early Biliteracy Set 16 Conexiones de lenguaje Guías de discussion

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I/We learned that _____.

PVR Early Biliteracy Set 16 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.

Cuidar a un mono bebé Grade 1

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
2	Algunos monos bebé no tienen mamá. Cuando un mono bebé no tiene mamá, no tiene a nadie que le enseñe cómo encontrar alimento y mantenerse a salvo. No tiene a nadie que le enseñe cómo vivir en el bosque.		
4	A veces, un mono bebé que no tiene mamá es trasladado a un refugio en donde las personas lo cuidan. Le enseñarán al mono bebé cómo encontrar alimento y mantenerse a salvo. Cuando el mono bebé crece, puede regresar a vivir en el bosque.		
6	El mono bebé recibe cuidados. Lo alimentan con leche.		
8	Cuando el mono bebé crece, come plantas, <u>semillas</u> e insectos. 100 words		
Total			

Analyzing Reading

Cuidar a un mono bebé Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Cómo cuidan de un mono bebé las personas del refugio? (*Literal*)
- ☐ ¿Por qué un mono debe saber cómo jugar con otros monos antes de poder vivir en un entorno silvestre? (*Inferential*)
- ☐ En este libro, ¿por qué creen que la autora eligió escribir acerca de los monos bebé? (*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.

Caring For a Baby Monkey Grade 1

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
2	Some baby monkeys do not have a mother. When a baby monkey does not have a mother, it has no one to teach it how to find food and stay safe. It has no one to teach it how to live in the forest.		
4	Sometimes a baby monkey that does not have a mother is taken to a safe place where people will look after it. They will teach the baby monkey how to find food and stay safe. When the baby monkey is bigger, it can go back and live in the forest.		
6	The baby monkey is looked <u>after</u> . 100 words It is fed milk.		
Total			

Analyzing Reading

Caring For a Baby Monkey Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ How do people at the refuge center look after a baby monkey? (*Literal*)
- ☐ Why does a monkey need to know how to play with other monkeys before it can live in the wild? (*Inferential*)
- ☐ Why do you think the author chose to write about baby monkeys in this book? (*Critical*) _____/3

Fluency

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

Decoding accuracy

Decoding errors	%	Difficulty
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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	