

Preview–Vista–Review

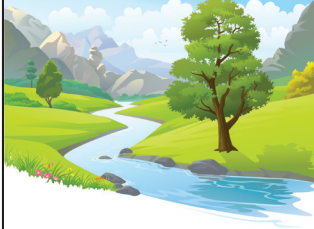
Developing Biliteracy

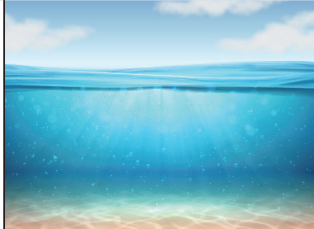
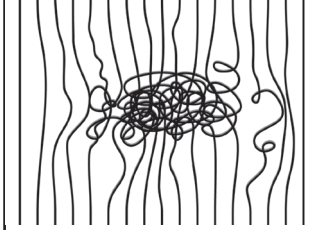
Vocabulary Anchor Chart

Target Language Spanish

Set 7



English		Español
pollution		
trash		
drains		
river		
lake		

English		Español
oceans		
trapped		
tangled		
environment		
protect		

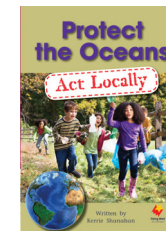
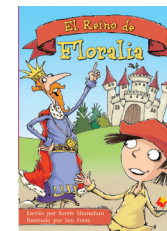
Vista Previa-View-Repaso

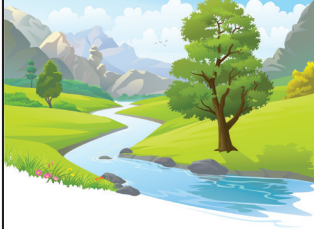
Biliteracidad en desarrollo

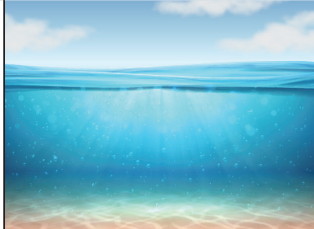
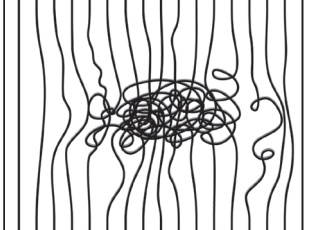
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 7



Español		English
contaminación		
basura		
desagües		
río		
lago		

Español		English
océanos		
atrapados		
enredan		
medioambiente		
proteger		



Vista Previa-View-Repaso

Developing Biliteracy

Set 7

El rey organizó una _____ para resolver el problema de _____ en el reino de Floralia.

PVR Developing Biliteracy Set 7 Activar el conocimiento previo Guías de discusión

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I think that _____, because _____.
In my opinion _____, because _____. I believe that if _____, then _____.

PVR Developing Biliteracy Set 7 Before reading discussion prompts

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A _____ could be reused as a _____.

PVR Developing Biliteracy Set 7 Academic language Vocabulary discussion prompts

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To help clean up our community, we can _____, _____ or _____.

PVR Developing Biliteracy Set 7 Introduce the book discussion prompts

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The _____ is _____.

PVR Developing Biliteracy Set 7 Talking about the book Literal discussion prompt

Biliteracy para todos © 2021–2025 EC Licensing Pty Ltd.

I believe that _____, because _____.

PVR Developing Biliteracy Set 7 Talking about the book Inferential discussion prompt

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I think that _____, because _____.
I don't think that _____, because _____.

PVR Developing Biliteracy Set 7 Talking about the book Synthesizing discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 7

I think that _____, because _____.

I don't think that _____, because _____.

PVR Developing Biliteracy Set 7 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 7 Language connections discussion prompt

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Los niños del libro _____ se parecen a _____ porque _____.

Yo creo que _____ porque _____.

Me gustaría _____ y lo haría _____.

PVR Developing Biliteracy Set 7 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 7

The king organized a _____ to solve the _____ problem in the kingdom of Bloom.

PVR Developing Biliteracy Set 7 Activate prior knowledge discussion prompt

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Pienso que _____, porque _____.

En mi opinión _____, porque _____.

Creo que si _____, entonces _____.

PVR Developing Biliteracy Set 7 Antes de la lectura Guías de discusión

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Un _____ puede ser reusado como _____.

PVR Developing Biliteracy Set 7 Lenguaje académico: Vocabulario Guías de discusión

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Para ayudar a limpiar nuestra comunidad, podemos _____,
_____ o _____. _____ y _____.

PVR Developing Biliteracy Set 7 Presente el libro Guías de discusión

Biliteracy para todos © 2021–2025 EC Licensing Pty Ltd.

La _____ es _____.

PVR Developing Biliteracy Set 7 Hablar acerca del libro Literal Guías de discusión

Biliteracy para todos © 2021–2025 EC Licensing Pty Ltd.

Pienso que _____, porque _____.

PVR Developing Biliteracy Set 7 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 7

Pienso que _____, porque _____.

Pienso que no _____, porque _____.

PVR Developing Biliteracy Set 7 Hablar acerca del libro: Sintetizar Guías de discusión

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Pienso que _____, porque _____.

Pienso que no _____, porque _____.

PVR Developing Biliteracy Set 7 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 7 Conexiones de lenguaje Guías de discusión

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The children in the book _____ are similar to _____
because _____.

I think that _____ because _____.

I would like to _____ and I would do it by _____.

PVR Developing Biliteracy Set 7 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.

Protejamos los océanos: actuemos localmente 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	¿Sabías que si arrojas basura en la calle podría terminar en el océano? ¿Cómo ocurre eso? La basura que se deja caer en la calle suele ser arrastrada por el agua a las alcantarillas y a los desagües pluviales. Esos desagües desembocan en ríos o el océano. La basura contamina los océanos. Hay mucha gente en todo el mundo trabajando para impedir que esto suceda.		
6	Cuando la basura llega al océano, los vientos y las corrientes la mueven de un lado a otro. Enormes cantidades de residuos terminan en el mismo sitio en el medio del océano y se <u>forma</u> una isla de basura. 100 words		
Total			

Analyzing Reading

Protejamos los océanos: actuemos localmente Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué es la Gran Isla de Basura del Pacífico?
(*Literal*)
- ☐ ¿Por qué la gente no recoge su basura? (*Inferential*)
- ☐ ¿Todos desean ayudar a cuidar el medioambiente?
Expliquen. (*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.

Protect the Oceans: Act Locally 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	Did you know that if you drop a piece of trash in a street it could end up in the ocean? How does this happen? Trash dropped in the street is often washed along gutters and into stormwater drains. These drains empty into rivers or the sea. The trash pollutes the oceans. Many people around the world are working to stop this from happening.		
6	When trash ends up in the ocean, it gets moved around by winds and currents. Huge amounts of trash end up in the same place in the middle of the ocean. It becomes a garbage patch. 100 words		
Total			

Analyzing Reading

Protect the Oceans: Act Locally Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ What is the “Great Pacific garbage patch?”
(*Literal*)
- ☐ Why do people not pick up their trash?
(*Inferential*)
- ☐ Does everyone want to help look after the environment? Explain. (*Critical*)
- ___/3

Fluency

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

Decoding accuracy

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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	