

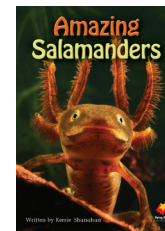
Preview–Vista–Review

Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 13



English		Español
salamander		
lizard		
species		
amphibians		
pet		

English		Español
pure bred		
vivarium		
predator		
damp space		
water fountain		

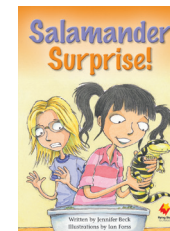
Vista Previa-View-Repaso

Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 13



Español		English
salamandra		
lagartija		
especies		
anfibios		
mascotas		

Español		English
pura raza		
vivero		
depredador		
espacio húmedo		
bebedero		



Vista Previa-View-Repaso

Developing Biliteracy

Set 13

La información que me gustaría recordar acerca de las _____
está en la página _____ y dice que _____.

PVR Developing Biliteracy Set 13 Activar el conocimiento previo Guías de discusión

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A _____ is a/an _____ that _____.

PVR Developing Biliteracy Set 13 Before reading discussion prompts

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A _____ is a _____ where _____.

PVR Developing Biliteracy Set 13 Academic language Vocabulary discussion prompts

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I predict/think that this story will be about _____.

PVR Developing Biliteracy Set 13 Introduce the book discussion prompts

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The _____ took their _____ because _____.

The _____ was found _____.

PVR Developing Biliteracy Set 13 Talking about the book Literal discussion prompt

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

_____ did not say that _____ because _____.

_____ did not like the _____ because _____.

PVR Developing Biliteracy Set 13 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 13

I believe that the _____ would be the _____ because _____.

PVR Developing Biliteracy Set 13 Talking about the book Synthesizing discussion prompt

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Yes, I think everyone would _____ because _____.

No, I don't think everyone would _____ because _____.

PVR Developing Biliteracy Set 13 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 13 Language connections discussion prompt

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A través de estos dos libros aprendí que _____.

PVR Developing Biliteracy Set 13 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 13

The information that I would like to remember about _____ is
on page _____ and it says _____.

PVR Developing Biliteracy Set 13 Activate prior knowledge discussion prompt

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Una _____ es un/a _____ que _____.

PVR Developing Biliteracy Set 13 Antes de la lectura Guías de discusión

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

Un/a _____ es un/a _____ donde _____.

PVR Developing Biliteracy Set 13 Lenguaje académico: Vocabulario Guías de discusión

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

Predigo/pienso que la historia se tratará acerca de _____.

PVR Developing Biliteracy Set 13 Presente el libro Guías de discusión

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Los _____ llevaron a sus _____ porque _____.

La _____ se encontró _____.

PVR Developing Biliteracy Set 13 Hablar acerca del libro Literal Guías de discusión

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

_____ no dijo que _____ porque _____.

A _____ no le gustaba la _____ porque _____.

PVR Developing Biliteracy Set 13 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 13

Creo que las _____ serían _____ porque _____.

PVR Developing Biliteracy Set 13 Hablar acerca del libro: Sintetizar Guías de discusión

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

Sí, pienso que _____ porque _____.

No, pienso que no _____ porque _____.

PVR Developing Biliteracy Set 13 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 13 Conexiones de lenguaje Guías de discusión

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Through these books I learned that _____.

PVR Developing Biliteracy Set 13 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.

Salamandra sopresa Grade 3

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	Esa mañana no veía el momento de llegar a la escuela. Desde que habíamos recibido en clase la noticia sobre el día de las mascotas, esperaba con ansias para mostrar a Duque a mis amigos. Mi papá no quería en realidad comprarme un perro, especialmente un labrador. Decía que comían mucho y que a veces se alejaban para buscar comida. Pero seguí pidiéndolo, y al fin papá me dijo que podía tener un perro. Por suerte tenemos un gran patio con suficiente espacio para que un perro pueda correr a gusto. Solo tengo que tener cuidado y mantener el <u>portón</u> cerrado para que 100 word Duque no se escape a la carretera.		
Total			

Analyzing Reading

Salamandra sopresa Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué los niños llevaron sus mascotas a la escuela? ¿Dónde se halló a la salamandra? (*Literal*)
- ☐ ¿Por qué la niña no dijo de inmediato que había visto a la salamandra perdida? ¿Por qué a la niña no le agradaba la salamandra de Isabella? (*Inferential*)
- ☐ ¿Qué animal les gustaría traer a la escuela en un día de mascotas? ¿Por qué? ¿A todos les gustaría una salamandra? (*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.

Salamander Surprise! Grade 3

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	I could hardly wait to get to school that morning. Ever since our class had been given the notice about Pet Day, I'd been looking forward to showing Goldie to my friends. Dad hadn't really wanted to buy me a dog, especially a labrador. He said they eat a lot, and sometimes they wander off in search of food. But I kept asking, and in the end Dad said I could have a dog. Luckily we've got a big yard with plenty of room for a dog to run around. I just have to be careful to keep the <u>gate</u> shut so Goldie 100 word doesn't get out onto the road.		
Total			

Analyzing Reading

Salamander Surprise! Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ Why did the children take their pets to school?
Where was the pet salamander found? (*Literal*)
- ☐ Why didn't the girl say she had seen the lost salamander straight away? Why didn't the girl like Isabella's pet salamander? (*Inferential*)
- ☐ What pet would you like to take to a pet day at your school? Why? Would everyone like a pet salamander? (*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>
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9	91	
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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	