

Preview–Vista–Review

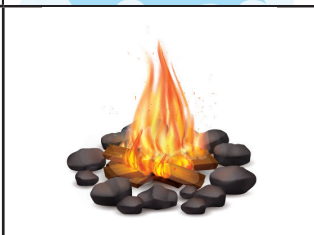
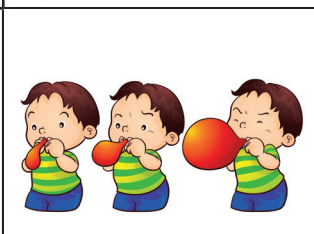
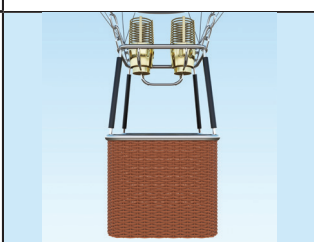
Developing Biliteracy

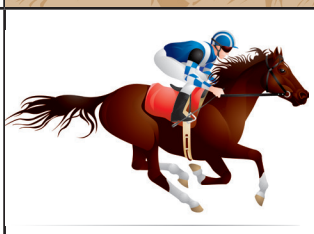
Vocabulary Anchor Chart

Target Language Spanish

Set 8



English		Español
ride or fly in a hot air balloon		
hot air balloon		
campfire		
puff up		
basket		

English		Español
ropes		
floating		
drifting away		
racehorse		
boasting		

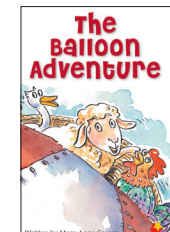
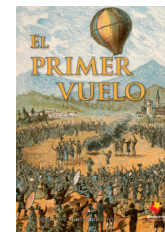
Vista Previa-View-Repaso

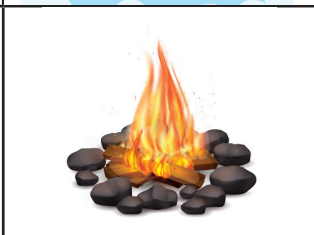
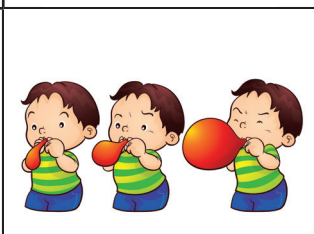
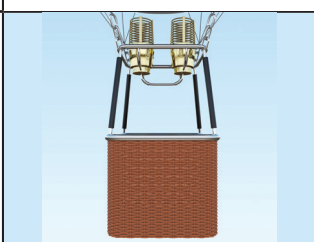
Biliteracidad en desarrollo

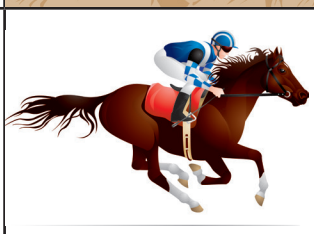
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 8



Español		English
volar en globo aerostático		
globo aerostático		
fogata		
inflarse		
cesta		

Español		English
cuerdas		
flotando		
alejarse		
caballo de carreras		
alarde		



Vista Previa-View-Repaso

Developing Biliteracy

Set 8

Sí _____ porque _____.

No _____ porque _____.

PVR Developing Biliteracy Set 8 Activar el conocimiento previo Guías de discusión

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I would like to _____, because _____.

I would not like to _____, because _____.

PVR Developing Biliteracy Set 8 Before reading discussion prompts

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I think that _____ because _____.

I don't think that _____ because _____.

PVR Developing Biliteracy Set 8 Academic language Vocabulary discussion prompts

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Based on the illustration/s on page _____

I think that _____, because _____.

PVR Developing Biliteracy Set 8 Introduce the book discussion prompts

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_____ and _____ came to the farm to _____.

PVR Developing Biliteracy Set 8 Talking about the book Literal discussion prompt

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

The _____, the _____, and the _____ were _____ instead of _____ because _____.

PVR Developing Biliteracy Set 8 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 8

An example of _____ is _____.

PVR Developing Biliteracy Set 8 Talking about the book Synthesizing discussion prompt

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The part where _____ could be real, but the part where _____ is made up.

PVR Developing Biliteracy Set 8 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 8 Language connections discussion prompt

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Los _____ que volaron en _____ fueron una _____, un _____ y un _____.

Esto _____ en _____ hace más de _____.

Después de que los _____ volaran, las _____ empezaron a volar.

PVR Developing Biliteracy Set 8 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 8

Yes, _____ because _____.

No, _____ because _____.

PVR Developing Biliteracy Set 8 Activate prior knowledge discussion prompt

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Me gustaría _____, porque _____.

No me gustaría _____, porque _____.

PVR Developing Biliteracy Set 8 Antes de la lectura Guías de discusión

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Pienso que _____ porque _____.

Pienso que no _____ porque _____.

PVR Developing Biliteracy Set 8 Lenguaje académico: Vocabulario Guías de discusión

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Basado en las ilustraciones en la página _____ pienso que _____
porque _____.

PVR Developing Biliteracy Set 8 Presente el libro Guías de discusión

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El _____ y _____ fueron al campo para _____.

PVR Developing Biliteracy Set 8 Hablar acerca del libro Literal Guías de discusión

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La _____, el _____ y el _____ fueron _____ en vez del _____
porque _____.

PVR Developing Biliteracy Set 8 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 8

Un ejemplo de _____ es _____.

PVR Developing Biliteracy Set 8 Hablar acerca del libro: Sintetizar Guías de discusión

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Creo que la idea de _____ vino de _____.

PVR Developing Biliteracy Set 8 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 8 Conexiones de lenguaje Guías de discusión

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The _____ that flew in a _____ were a _____, a _____ and a _____.

This _____ in _____ more than _____.

After the _____ flew, then the _____ started to fly.

PVR Developing Biliteracy Set 8 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.

La aventura en globo 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	A ninguno de los animales de la granja le gustaba Atila, el caballo de carreras. Siempre estaba haciendo alarde de lo famoso que era y de cuántas carreras había ganado.		
5	—Miren todas mis medallas —decía Atila, mientras brincaba por toda la granja. Los demás animales de la granja intentaban ignorar a Atila, pero les molestaba su arrogancia.		
6	Una mañana, el gallo estaba muy emocionado. —¡El rey y la reina vendrán hoy! —cantó. —Deben venir a verme a mí —dijo Atila con orgullo.		
7	—No, vienen a ver un enorme globo que volará en el cielo por primera vez ene la <u>historia</u> —dijo 100 words la oveja—. Escuché que el granjero se lo contaba a su esposa. Pronto los animales vieron al rey, la reina y una gran multitud de personas que llegaban a la granja.		
Total			

Analyzing Reading

La aventura en globo Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué el rey y la reina visitan la granja? Los animales, ¿cómo lograron que el globo aterrizara? ¿Por qué la oveja, el pato y el gallo se volvieron famosos en todo el mundo? (*Literal*)
- ☐ ¿Por qué se eligió a la oveja, al pato y al gallo para que viajen en globo, y no a Atila? (*Inferential*)
- ☐ La autora, ¿cómo obtuvo la idea para escribir este libro? ¿Qué partes de esta historia podrían ser verdaderas? ¿Qué partes son inventadas? (*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 Balloon Adventure 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	None of the animals at the farm liked Flash the racehorse. He was always boasting about how famous he was and how many races he had won.		
5	“Look at all my medals,” said Flash, as he pranced around the farm. The other farm animals tried to ignore Flash, but they were annoyed by his boasting.		
6	One morning, the rooster was very excited. “The King and Queen are coming today!” he crowed. “They must be coming to see me,” said Flash proudly.		
7	“No, they are coming to see a huge balloon fly in the sky for the first time ever,” said the sheep. 100 words		
Total			

Analyzing Reading

The Balloon Adventure Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ Why did the King and Queen come to the farm?
How did the animals get the balloon to land? Why were the sheep, duck, and rooster famous all over the world? (*Literal*)
- ☐ Why were the sheep, the duck, and the rooster chosen to go in the balloon instead of Flash? (*Inferential*)
- ☐ How did the author get the idea for this book? What parts of this story might be true? What parts are made up? (*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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10	90	
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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	