

# Preview–Vista–Review

## Developing Biliteracy

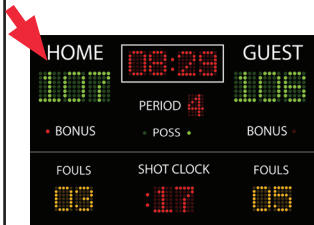
### Vocabulary Anchor Chart

Target Language Spanish

Set 5



| English          |                                                                                     | Español |
|------------------|-------------------------------------------------------------------------------------|---------|
| basketball       |    |         |
| basketball court |    |         |
| hoop basket      |   |         |
| backboard        |  |         |
| referee          |  |         |

| English           |                                                                                       | Español |
|-------------------|---------------------------------------------------------------------------------------|---------|
| scoring           |    |         |
| dribble           |    |         |
| skills            |   |         |
| substitute player |  |         |
| shooting          |  |         |

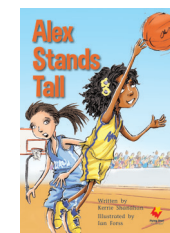
# Vista Previa-View-Repaso

Biliteracidad en desarrollo

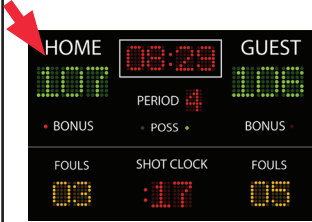
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 5



| Español             |                                                                                     | English |
|---------------------|-------------------------------------------------------------------------------------|---------|
| balón de baloncesto |    |         |
| pista de baloncesto |    |         |
| canasta             |   |         |
| tablero             |  |         |
| árbitro             |  |         |

| Español            |                                                                                       | English |
|--------------------|---------------------------------------------------------------------------------------|---------|
| anotación          |    |         |
| driblar            |    |         |
| habilidades        |   |         |
| jugadora sustituta |  |         |
| tiros              |  |         |



# Vista Previa-View-Repaso

## Developing Biliteracy

### Set 5

Este capítulo se trata de cómo \_\_\_\_\_.

Este capítulo explica \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Activar el conocimiento previo Guías de discusión*

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I think that \_\_\_\_\_, because \_\_\_\_\_.

In my opinion \_\_\_\_\_, because \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Before reading discussion prompts*

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Words that may be in the story include \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Probably the words \_\_\_\_\_ and \_\_\_\_\_ will be in the story.

*PVR Developing Biliteracy Set 5 Academic language Vocabulary discussion prompts*

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Based on the illustration/s on page \_\_\_\_\_ I think that \_\_\_\_\_, because \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Introduce the book discussion prompts*

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After the tryouts, Mr. Hall told Alex that \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Talking about the book Literal discussion prompt*

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# Vista Previa-View-Repaso

## Developing Biliteracy

### Set 5

I think that \_\_\_\_\_, because \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Talking about the book Inferential discussion prompt*

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Alex is an \_\_\_\_\_ because she \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Talking about the book Synthesizing discussion prompt*

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The phrase Alex Stands Tall does not mean that \_\_\_\_\_, but it means that Alex \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Talking about the book Critical discussion prompt*

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In Spanish you say \_\_\_\_\_, but in English you say \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Language connections discussion prompt*

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Acerca del \_\_\_\_\_ aprendí que \_\_\_\_\_.

Acerca de ser parte de un equipo aprendí que \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Repaso Guías de discusión*

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# Vista Previa-View-Repaso

## Developing Biliteracy

### Set 5

This chapter is about how \_\_\_\_\_.

This chapter explains \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Activate prior knowledge discussion prompt*

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Pienso que \_\_\_\_\_ porque \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Antes de la lectura Guías de discusión*

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Algunas de las palabras que pueden estar en la historia son  
\_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.

Probablemente las palabras \_\_\_\_\_ y \_\_\_\_\_ estarán en  
la historia.

*PVR Developing Biliteracy Set 5 Lenguaje académico: Vocabulario Guías de discusión*

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Basado en las ilustraciones en la página \_\_\_\_\_ pienso que \_\_\_\_\_  
porque \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Presente el libro Guías de discusión*

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Después del entrenamiento el señor Hall le dijo a Alicia \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Hablar acerca del libro Literal Guías de discusión*

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Pienso que \_\_\_\_\_, porque \_\_\_\_\_.

*PVR Developing Biliteracy Set 5 Hablar acerca del libro Inferencia Guías de discusión*

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# Vista Previa-View-Repaso

## Developing Biliteracy

### Set 5

Alicia es un personaje que inspira porque \_\_\_\_\_.

PVR Developing Biliteracy Set 5 Hablar acerca del libro: Sintetizar Guías de discusión

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La frase “Alicia con la cabeza en alto” no significa que \_\_\_\_\_  
significa que Alicia \_\_\_\_\_.

PVR Developing Biliteracy Set 5 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 5 Conexiones de lenguaje Guías de discusión

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What I learned about basketball is \_\_\_\_\_.

What I have learned about being part of a team is \_\_\_\_\_.

PVR Developing Biliteracy Set 5 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.

## Alicia con la cabeza en alto 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     | <p>—¿Qué es esto? —preguntó Alicia mientras recorría las páginas del viejo álbum de recortes de su abuelo.</p> <p>—Es una fotografía de la época en que jugaba al baloncesto —le respondió el abuelo.</p> <p>—¡Oh! Eras bueno —comentó Alicia—. Yo quiero jugar al baloncesto con las Tiburones en la escuela, pero Nina dice que no soy lo suficientemente alta. Ella es la mejor jugadora del equipo.</p> |                           |                             |
| 5     | <p>—No le hagas caso —le aconsejó el abuelo—. Roberto el Rápido era el mejor jugador de mi equipo y era el más bajo de todos nosotros.</p>                                                                                                                                                                                                                                                                  |                           |                             |
| 6     | <p>Esa misma semana, Alicia probó para sumarse a las Tiburones. El Sr. López hizo<br/>100 words<br/>sonar el silbato.</p> <p>—Comencemos —ordenó—. Muéstranos lo que sabes, Nina.</p>                                                                                                                                                                                                                       |                           |                             |
| Total |                                                                                                                                                                                                                                                                                                                                                                                                             |                           |                             |

# Analyzing Reading

## *Alicia con la cabeza en alto* Grade 2

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Comprehension

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

- ☐ ¿Qué le dijo el Sr. López a Alicia después de las pruebas? (*Literal*)
- ☐ ¿Hay que ser alto para ser un buen jugador de baloncesto? Expliquen su respuesta. (*Inferential*)
- ☐ ¿Qué significa la frase “Alicia con la cabeza en alto”? ¿Creen que es un buen título para este libro? ¿Por qué? (*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.

## Alex Stands Tall 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     | <p>“What’s this?” said Alex, as she flipped through her grandpa’s old scrapbook.</p> <p>“It’s a photo from my basketball days,” said Grandpa.</p> <p>“Wow, you were good,” said Alex. “I want to play basketball for the Sharks at school, but Nina says I’m too short. She’s the best player on the team.”</p> |                           |                             |
| 5     | <p>“Don’t listen to her,” said Grandpa.</p> <p>“Speedy Smith was the best player on my team and he was the shortest player.”</p>                                                                                                                                                                                |                           |                             |
| 6     | <p>Later that week, Alex tried out for the Sharks.</p> <p>Mr. Hall blew his whistle. “Let’s get started,” he said. “Show us your stuff, Nina.”</p> <p>Nina took off, dribbling <u>up</u> the court.<br/><small>100 words</small></p> <p>“Well done, Nina,” said Mr. Hall. “Next!”</p>                           |                           |                             |
| Total |                                                                                                                                                                                                                                                                                                                 |                           |                             |

# Analyzing Reading

## Alex Stands Tall Grade 2

Student name:

Date:

### Comprehension

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

- ☐ What did Mr. Hall tell Alex after the tryouts?  
(*Literal*)
- ☐ Do you have to be tall to be a good basketball player? Explain your answer. (*Inferential*)
- ☐ What does the phrase “Alex Stands Tall” mean? Do you think this is a good title for the book? Why? (*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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| 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 |                                      |