

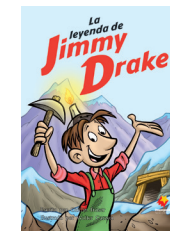
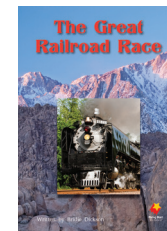
Preview–Vista–Review

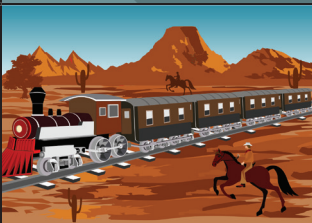
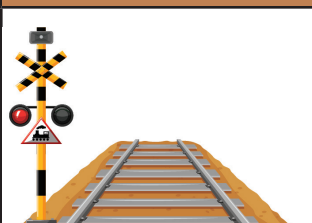
Developing Biliteracy

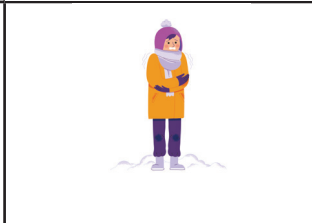
Vocabulary Anchor Chart

Target Language Spanish

Set 10



English		Español
west		
east		
railroad		
railroad tracks		
railway cart		

English		Español
overcome		
bitterly cold		
dig/dug		
tumbling down		

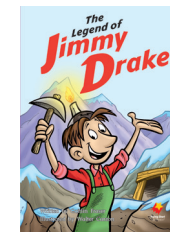
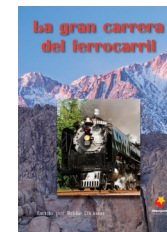
Vista Previa-View-Repaso

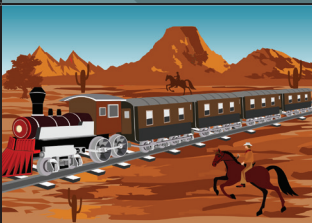
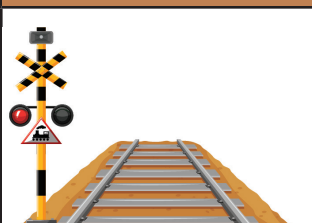
Biliteracidad en desarrollo

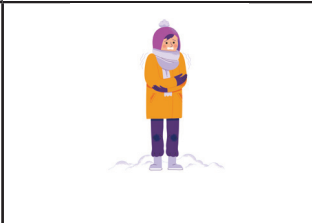
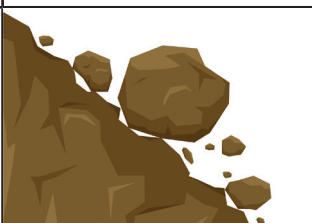
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 10



Español		English
oeste		
este		
ferrocarril		
vías de ferrocarril		
carro de las vías		

Español		English
superar		
frio penetrante		
caven/cavaron		
derrumbaron		



Vista Previa-View-Repaso

Developing Biliteracy

Set 10

La _____ era _____. La _____ duró _____.

Construyeron _____.

Antes del _____ tardaba _____, pero después del _____
tardaba _____.

PVR Developing Biliteracy Set 10 Activar el conocimiento previo Guías de discusión

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If I were a _____, I think that _____.

PVR Developing Biliteracy Set 10 Before reading discussion prompts

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

I think that a _____ is _____ because _____.

PVR Developing Biliteracy Set 10 Academic language Vocabulary discussion prompts

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The _____ may be _____.

PVR Developing Biliteracy Set 10 Introduce the book discussion prompts

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

The _____ stopped looking for the _____ because _____.

PVR Developing Biliteracy Set 10 Talking about the book Literal discussion prompt

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

_____ was a _____ person.

His personal qualities are _____.

PVR Developing Biliteracy Set 10 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 10

If _____ probably _____.

PVR Developing Biliteracy Set 10 Talking about the book Synthesizing discussion prompt

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Yes, I think that _____, because _____.

No, I don't think that _____, because _____.

PVR Developing Biliteracy Set 10 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 10 Language connections discussion prompt

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Aprendí que _____.

Este logro es importante porque _____.

PVR Developing Biliteracy Set 10 Repaso Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 10

The _____ was _____.

The _____ lasted _____.

They dug _____.

Before the _____ it lasted _____, but after the _____ it lasted _____.

PVR Developing Biliteracy Set 10 Activate prior knowledge discussion prompt

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Si fuera un _____, pienso que _____.

PVR Developing Biliteracy Set 10 Antes de la lectura Guías de discusión

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

Pienso que una _____ es _____ porque _____.

PVR Developing Biliteracy Set 10 Lenguaje académico: Vocabulario Guías de discusión

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

La _____ puede ser _____.

PVR Developing Biliteracy Set 10 Presente el libro Guías de discusión

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

Los _____ dejaron de buscar a los porque _____.

PVR Developing Biliteracy Set 10 Hablar acerca del libro Literal Guías de discusión

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

_____ era una persona. Las cualidades personales de _____ son _____.

PVR Developing Biliteracy Set 10 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 10

Si _____ probablemente _____.

PVR Developing Biliteracy Set 10 Hablar acerca del libro: Sintetizar Guías de discusión

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Sí, pienso que _____ porque _____.

No, pienso que no _____ porque _____.

PVR Developing Biliteracy Set 10 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 10 Conexiones de lenguaje Guías de discusión

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I learned that _____.

This achievement is amazing because _____.

PVR Developing Biliteracy Set 10 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 leyenda de Jimmy Drake 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	Esta historia es sobre los valientes hombres que construyeron el ferrocarril hace 150 años, y los peligros y dificultades que tuvieron que superar.		
5	Las vías del ferrocarril se construyeron para unir Sacramento en el oeste con Omaha en el este de los Estados Unidos. Se tendieron sobre altas montañas nevadas y a través de desiertos calurosos y secos. Llevó más de seis años construir el ferrocarril y murieron cientos de hombres. Los constructores de este ferrocarril tuvieron que trabajar arduamente en condiciones peligrosas, y solo pudieron hacerlo trabajadores valientes y fuertes.		
6	Jimmy Drake y Lucas estaban trabajando en lo alto de las montañas. Estaban rodeados 100 words de profunda nieve y el frío era penetrante. —Los jefes deben estar locos si creen que podemos cavar un túnel a través de esta montaña —dijo Lucas.		
Total			

Analyzing Reading

La leyenda de Jimmy Drake Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué la mayoría de los trabajadores dejan de buscar a los hombres atrapados? (*Literal*)
- ☐ ¿Qué tipo de persona es Jimmy Drake? ¿Qué cualidades personales demostró tener? (*Inferential*)
- ☐ ¿Creen que este tipo de historia pudo haber ocurrido realmente? ¿Por qué lo creen? (*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 Legend of Jimmy Drake 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	This is a story about the brave men who built a railroad about 150 years ago, and the dangers and difficulties they had to overcome.		
5	The railroad track was built to connect Sacramento in the west to Omaha in the east of the USA. It was built over high, snowy mountains and across hot, dry deserts. It took more than six years to build, and hundreds of men died. The men who built this railroad had to work hard in dangerous conditions, and only brave, strong workers could do it.		
6	Jimmy Drake and Lucas were working high in the <u>mountains.</u> They were surrounded by deep snow and it was bitterly cold.		
Total			

Analyzing Reading

The Legend of Jimmy Drake Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ Why did most of the workers stop looking for the trapped men? (*Literal*)
- ☐ What sort of person is Jimmy Drake? What personal qualities did he show? (*Inferential*)
- ☐ Do you think this sort of story could have actually happened? Why do you think this? (*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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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	