

Preview–Vista–Review

Early Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 5



English		Español
can		
catch		
cook		
dance		

English		Español
mouse		
paint		
ride		
run		

Vista Previa-View-Repaso

Biliteracidad temprana

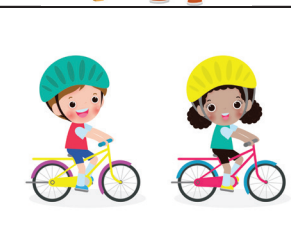
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 5



Español		English
puedo		can
atrapar		catch
cocinar		cook
bailar		dance

Español		English
ratón		mouse
pintar		paint
montar		ride
correr		run



Vista Previa-View-Repaso

Early Biliteracy

Set 5

El/la hermano(a) _____ del/la niño(a) puede _____.

PVR Early Biliteracy Set 5 Activar el conocimiento previo Guías de discussion

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Cats usually _____ mice.

A _____ can get away from a _____ by _____.

Being _____ can help a _____ catch a _____ because _____.

PVR Early Biliteracy Set 5 Before reading discussion prompt

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Words that may be in the story include _____, _____ and _____.

Probably the words _____ and _____ will be in the story.

PVR Early Biliteracy Set 5 Before reading discussion prompt

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What letter(s) is/are missing?

The letter(s) _____ in the word _____ is/are missing.

PVR Early Biliteracy Set 5 Academic vocabulary Word study discussion prompts

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I think that what is happening is that _____.

I think the mouse might be saying “_____” to _____.

PVR Early Biliteracy Set 5 Introduce the book discussion prompts

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The _____ wanted _____ to _____, _____, _____, and _____ with him.

PVR Early Biliteracy Set 5 Talking about the book Literal discussion prompt

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Vista Previa-View-Repaso

Early Biliteracy

Set 5

The _____ try to get the _____ down from the _____ by asking the _____ to _____, _____, _____, and _____ with him.

PVR Early Biliteracy Set 5 Talking about the book Inferential discussion prompts

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I think that the _____ thinks that because he is bigger than the _____ that he will be able to _____ the mouse.
I think being little helped the _____ to _____ and to _____.

PVR Early Biliteracy Set 5 Talking about the book Synthesizing discussion prompt

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I like/dislike the story's ending because _____. I think that _____.

PVR Early Biliteracy Set 5 Talking about the book Critical discussion prompt

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

PVR Early Biliteracy Set 5 Language connections discussion prompt

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Algunas _____ quisieran ser más _____ para _____.

PVR Early Biliteracy Set 5 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 5

The boy's/girl's big brother/sister can _____.

PVR Early Biliteracy Set 5 Activate prior knowledge discussion prompt Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

Generalmente los gatos _____ ratones.

Un _____ puede escapar de un _____ al _____.

Ser _____ puede ayudarlo a _____ a atrapar un _____ porque _____.

PVR Early Biliteracy Set 5 Antes de la lectura Guías de discussion

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¿Qué sílaba falta?

La sílaba _____ falta en la palabra _____.

PVR Early Biliteracy Set 5 Lenguaje académico Estudio de la palabra Guías de discussion

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Pienso que lo que está sucediendo es que _____.

Pienso que el ratón podría estar diciéndole “_____” al _____.

PVR Early Biliteracy Set 5 Presente el libro Guías de discussion

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El _____ quería que _____, _____, _____, y _____ con él.

PVR Early Biliteracy Set 5 Hablar acerca del libro Literal Guías de discussion

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El _____ trató de hacer que el _____ bajara de _____ pidiéndole al _____ que _____, _____, _____, y _____.

PVR Early Biliteracy Set 5 Hablar acerca del libro Inferencia Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 5

Creo que el ____ piensa eso porque es más grande que el ____
y que será capaz de ____ al ratón.

Pienso que ser pequeño ayudó al ____ a ____ y a ____.

PVR Early Biliteracy Set 5 Hablar acerca del libro Sintetizar Guías de discussion

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Me gusta/disgusta el final de la historia porque ____.

Pienso que ____.

PVR Early Biliteracy Set 5 Hablar acerca del libro Crítico marcos de discussion

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En inglés se dice ____, pero en español se dice ____.

PVR Early Biliteracy Set 5 Conexiones de lenguaje Guías de discussion

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Some ____ would want to be ____ to ____.

PVR Early 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.

El gato y el ratón Grade K

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
2	—Puedo atrapar a Ratón —dijo Gato.		
4	—¡Gato no me atraparé! —dijo Ratón.		
6	—Ven a pintar conmigo —dijo Gato.		
7	—No. Soy demasiado pequeño para pintar contigo —dijo Ratón.		
8	—Ven a bailar conmigo —dijo Gato.		
9	—No, no. Soy demasiado pequeño para bailar contigo —dijo Ratón.		
10	—Ven a montar conmigo —dijo Gato.		
11	—No, no, no. Soy demasiado pequeño para ir a montar contigo —dijo Ratón.		
12	—Ven a cocinar conmigo —dijo Gato.		
13	—No. Soy demasiado pequeño para cocinar contigo, pero. . .		
15	—Voy a correr contigo —dijo Ratón.		
16	Ratón corrió, corrió y <u>corrió.</u> 87 words		
Total		___/87	

El gato y el ratón Grade K

Date:

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

- ☐ ¿Qué cosas quiere el gato que el ratón haga con él?
(*Literal*)
- ☐ ¿Cómo intentó convencer el gato al ratón para que este bajara de la puerta? (*Inferential*)
- ☐ ¿Les gusta el final de la historia? ¿De qué otra forma podría haber terminado?
(*Critical*) _____/3

☐ Reads smoothly at an appropriate rate

☐ Uses appropriate phrasing

☐ Reads expressively

☐ Attends to punctuation ___/4

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>

$$\frac{\text{WR} - \text{DE}}{\text{WR}} \times 100 = \underline{\hspace{1cm}} \%$$

WR: Words Read
DE: Decoding Errors

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.

Cat and Mouse Grade K

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
2	"I can catch Mouse," said Cat.		
4	"Cat will not catch me!" said Mouse.		
6	"Come and paint with me," said Cat.		
7	I went to the store. I went with my grandpa.		
8	"Come and dance with me," said Cat.		
9	"No, no, I am too little to dance with you," said Mouse.		
10	"Come and ride with me," said Cat.		
11	"No, no, no, I am too little to ride with you," said Mouse.		
12	"Come and cook with me," said Cat.		
13	"No, I am too little to cook with you, but . . ."		
15	"I will run with you," said Mouse.		
16	Mouse ran and ran and <u>ran.</u> 97 words		
Total		___/97	

Analyzing Reading

Cat and Mouse Grade K

Student name: _____

Date: _____

Comprehension

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

- ☐ What things did the cat want the mouse to do with him? (*Literal*)
- ☐ How did the cat try to get the mouse down from the top of the door? (*Inferential*)
- ☐ Do you like the story's ending? How else could it have ended?
(*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	