

Preview–Vista–Review

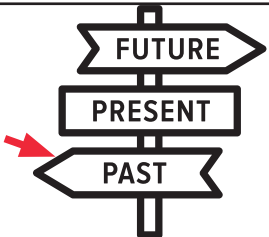
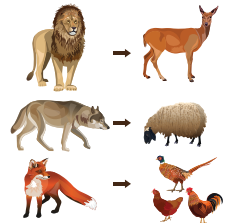
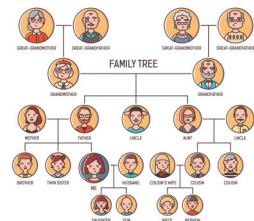
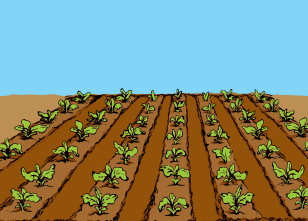
Advanced Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 2



English		Español
in the past		
animal predators		
ancestors		
tales		
crops		

English		Español
starving		
carved figures		
warriors		
hunted humans		
scaly skin		

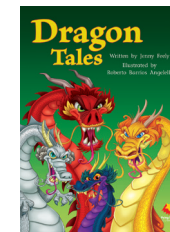
Vista previa-View-Repaso

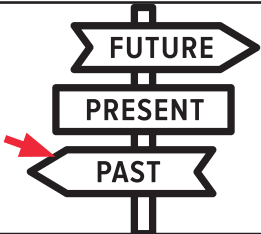
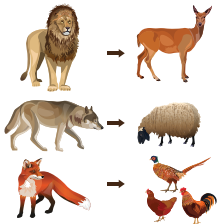
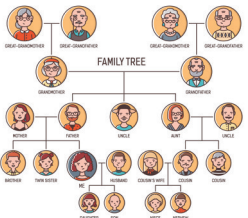
Biliteracidad avanzada

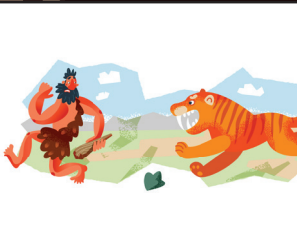
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 2



Español		English
en el pasado		
animales depredadores		
ancestros		
cuentos		
cultivos		

Español		English
muriendo de hambre		
figuras talladas		
guerreros		
cazaba humanos		
piel escamosa		



Vista Previa-View-Repaso

Advanced Biliteracy

Set 2

Tal vez la idea de los _____ comenzó cuando en el pasado _____.

PVR Advanced Biliteracy Set 2 Activar el conocimiento previo Guías de discusión

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I think that _____.

PVR Advanced Biliteracy Set 2 Before reading discussion prompt

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The words _____, _____, _____, and _____ end with the schwa vowel.

PVR Advanced Biliteracy Set 2 Academic language Vocabulary discussion prompt

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The purpose of the _____ is to _____.

PVR Advanced Biliteracy Set 2 Introduce the book discussion prompt

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The _____ helped the people by _____.

The _____ was terrifying because _____.

PVR Advanced Biliteracy Set 2 Talking about the book Literal discussion prompt

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I think that _____, because _____.

PVR Advanced Biliteracy Set 2 Talking about the book Inferential discussion prompt

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The _____ in the first story are similar to the _____ because both _____, but they are also different because _____.

PVR Advanced Biliteracy Set 2 Talking about the book Synthesizing discussion prompt

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Vista Previa-View-Repaso

Advanced Biliteracy

Set 2

I think that _____.

PVR PVR Advanced Biliteracy Set 2 Talking about the book Critical discussion prompt

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

PVR Advanced Biliteracy Set 2 Language connections discussion prompt

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I wonder if _____ exist?

How could we find out?

What do you wonder?

PVR Advanced Biliteracy Set 2 Listening and speaking discussion prompt

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Aprendí que _____.

PVR Advanced Biliteracy Set 2 Repaso Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 2

Perhaps the idea of the _____ started when in the past _____.

PVR Advanced Biliteracy Set 2 Activate prior knowledge discussion prompt

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Pienso que _____.

PVR Advanced Biliteracy Set 2 Antes de la lectura Guías de discusión

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Las palabras _____, _____, _____ y _____ tienen el mismo sonido gutural fuerte.

PVR Advanced Biliteracy Set 2 Lenguaje académico: Vocabulario Guías de discusión

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

El propósito de este _____ es _____.

PVR Advanced Biliteracy Set 2 Presente el libro Guías de discusión

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Los _____ ayudaron a la gente al _____.

El _____ era aterrador porque _____.

PVR Advanced Biliteracy Set 2 Hablar acerca del libro Literal Guías de discusión

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

Pienso que _____.

PVR Advanced Biliteracy Set 2 Hablar acerca del libro: Crítico Guías de discusión

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

PVR Advanced Biliteracy Set 2 Conexiones de lenguaje Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 2

Me pregunto si _____ existía.
¿Cómo podríamos averiguarlo?
¿Qué te preguntas?

PVR Advanced Biliteracy Set 2 Compartir y presentar Guías de discusión

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I learned that _____.

PVR Advanced Biliteracy Set 2 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.

Cuentos de dragones 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 error	Comments on decoding errors
4	Durante miles de años, se han contado cuentos de dragones, bestias poderosas que por lo general pueden hacer cosas mágicas. En algunos cuentos, los dragones usan su poder para el bien; en otros, causan terror y destrucción.		
5	En muchas culturas del mundo hay historias de dragones. En este libro se incluyen dos cuentos de dragones: uno trata sobre cuatro dragones muy compasivos y el otro trata sobre un dragón realmente aterrador.		
6	Hace mucho, mucho tiempo, en China no había lagos ni ríos. Solo existía el mar, donde vivían Dragón Perlado, Dragón Negro, Dragón Largo y Dragón Amarillo. Vivir sin <u>lagos</u> ni ríos era duro para los 100 words habitantes de China, en especial cuando no llovía.		
Total			

Analyzing Reading

Cuentos de dragones Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Cómo ayudaron los cuatro dragones a la gente?
¿Por qué era tan aterrador el piasa? (*Literal*)
- ☐ ¿Por qué se habría podido contar una historia como la de “Los cuatro dragones”? Estos cuentos son ficticios, o sea que no son ciertos. ¿Piensan que la primera vez que los contaron la gente pensó que podían ser ciertos? ¿Por qué piensan eso? (*Inferential*)
- ☐ ¿Qué mensaje o mensajes tiene el cuento del piasa? (*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.

Dragon Tales 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	Beware! Dragons are everywhere! Over time, these fantastic creatures have been written about, painted, and made into statues throughout the world. But, were dragons ever real creatures? And if they were not real, where did the idea of dragons come from? Why did so many people seem to believe in them? And, are all dragons the same?		
5	Many cultures around the world have stories about dragons. This book tells two tales about dragons: one story is about four very caring dragons, and the other is about a truly terrifying dragon.		
6	Long, long ago, there were no lakes and rivers <u>in</u> China. There was only the sea, 100 words where the Pearl Dragon, the Black Dragon, the Long Dragon, and the Yellow Dragon lived. Living without lakes and rivers was hard for the people of China, especially when it didn't rain.		
Total			

Analyzing Reading

Dragon Tales Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ How did the four dragons help the people? Why was the Piasa Bird so terrifying? (*Literal*)
- ☐ Why might a story like “The four dragons” have been told? These tales are fictional, that is, they are not true. When they were first told, do you think people thought that they might have been true? Why do you think this? (*Inferential*)
- ☐ What message/s do you get from the tale of the Piasa Bird?
(*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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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	