

Preview–Vista–Review

Advanced Biliteracy

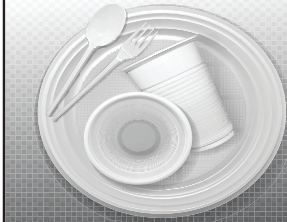
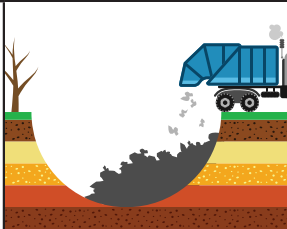
Vocabulary Anchor Chart

Target Language Spanish

Set 3



English		Español
plague		
environment		
challenge		
throw away/ dispose		
reuse		

English		Español
disposable		
landfills		
Great Pacific Garbage Patch		
plastic-free		
banned		

Vista previa-View-Repaso

Biliteracidad avanzada

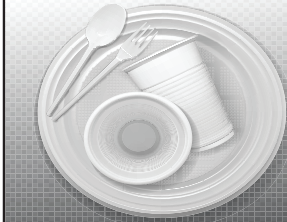
Cártel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 3



Español		English
plaga		
medioambiente		
desafío		
desechamos		
reutilizar		

Español		English
desechable		
rellenos sanitarios		
Gran isla de basura del Pacífico		
sin plástico		
prohibiendo		



Vista Previa-View-Repaso

Advanced Biliteracy

Set 3

El _____ se usa en todas partes porque _____.

PVR Advanced Biliteracy Set 3 Activar el conocimiento previo Guías de discusión

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Usar _____ es mejor que usar _____ porque _____.
Por ejemplo, _____.

PVR Advanced Biliteracy Set 3 Activar el conocimiento previo Guías de discusión

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El _____ es _____ porque _____.
Por ejemplo, _____.

PVR Advanced Biliteracy Set 3 Activar el conocimiento previo Guías de discusión

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I think that _____.

PVR Advanced Biliteracy Set 3 Before reading discussion prompt

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The words _____, _____, and _____ have the /er/ sound.

PVR Advanced Biliteracy Set 3 Academic language Vocabulary discussion prompt

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I think _____, because _____.

PVR Advanced Biliteracy Set 3 Introduce the book discussion prompt

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The _____ wanted _____ because _____.

The _____ and _____ were in favor, but the _____ was not.

PVR Advanced Biliteracy Set 3 Talking about the book Literal discussion prompt

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Vista Previa-View-Repaso

Advanced Biliteracy

Set 3

I _____ was against going _____ because _____.
She _____ her attitude when _____.

PVR Advanced Biliteracy Set 3 Talking about the book Inferential discussion prompts

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More people don't go _____ because _____.
I think more families could be encouraged if _____.

PVR Advanced Biliteracy Set 3 Talking about the book Synthesizing discussion prompt

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The _____ I got about _____ is that _____.
I think I might _____.

PVR Advanced Biliteracy Set 3 Talking about the book Critical discussion prompt

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

PVR Advanced Biliteracy Set 3 Language connections discussion prompt

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The _____ sound/s interesting.
What ideas do you have?
I was thinking _____.

PVR Advanced Biliteracy Set 3 Listening and speaking discussion prompt

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Aprendí que _____.
Me pregunto _____.

PVR Advanced Biliteracy Set 3 Repaso Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 3

_____ is used everywhere because _____.

PVR Advanced Biliteracy Set 3 Activate prior knowledge discussion prompt

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_____ is better than _____ because _____.

For example, _____.

PVR Advanced Biliteracy Set 3 Activate prior knowledge discussion prompt

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_____ is better than _____ because _____.

For example, _____.

PVR Advanced Biliteracy Set 3 Activate prior knowledge discussion prompt

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Pienso que _____.

PVR Advanced Biliteracy Set 3 Antes de la lectura Guías de discusión

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Las palabras _____, _____, _____ y _____ tienen el mismo sonido bilabial.

PVR Advanced Biliteracy Set 3 Lenguaje académico: Vocabulario Guías de discusión

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Pienso que _____ porque _____.

PVR Advanced Biliteracy Set 3 Presente el libro Guías de discusión

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

La _____ quería _____ porque _____.

_____ y _____ estaban a favor, pero _____ no lo estaba.

PVR Advanced Biliteracy Set 3 Hablar acerca del libro Literal Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 3

_____ estaba en contra de _____ porque _____.
Ella cambió de actitud cuando _____.

PVR Advanced Biliteracy Set 3 Hablar acerca del libro Inferencia Guías de discusión

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

Más gente no _____ porque _____.
Pienso que más familias podrían animarse si _____.

PVR Advanced Biliteracy Set 3 Hablar acerca del libro: Sintetizar Guías de discusión

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El _____ que obtuve sobre _____ es que _____.
Pienso que podría _____.

PVR Advanced Biliteracy Set 3 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 3 Conexiones de lenguaje Guías de discusión

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El _____ suena interesante.
¿Qué ideas tienes?
Estaba pensando que _____.

PVR Advanced Biliteracy Set 3 Compartir y presentar Guías de discusión

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I learned that _____.
I wonder _____.

PVR Advanced Biliteracy Set 3 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 plaga del plástico 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	El plástico es un material increíble. Se le puede dar casi cualquier forma y color. ¡También puede ser transparente para ver a través de él! Si miran a su alrededor, verán plástico por todas partes.		
5	Cada vez son más las personas preocupadas por el hecho de que usamos demasiado plástico. Cuando ya no lo necesitamos, lo desechamos, y la mayor parte termina en ríos, lagos y océanos. Esto es dañino para los animales que viven allí. ¿Podemos seguir usando plástico sin dañar el medioambiente? ¡Ese es el desafío!		
6	La mayoría de los plásticos se fabrican con petróleo y gas <u>natural</u> . los mismos tipos de 100 words combustibles con los que funcionan los carros y se calefaccionan las casas. Cada tipo de plástico se hace con un modo distinto de procesar el petróleo y el gas.		
Total			

Analyzing Reading

La plaga del plástico Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué propiedades puede tener el plástico? ¿Cómo está intentando la gente reducir los desechos plásticos? (*Literal*)
- ☐ ¿Por qué se utiliza tanto el plástico? ¿Qué impacto ha tenido esto en el medioambiente? (*Inferential*)
- ☐ ¿Qué creen que opina el autor sobre el plástico? ¿Por qué piensan eso? (*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 Plastic Plague 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	Plastic is an amazing material. It can be made into almost any shape, and it can be made into any color. Or it can be clear so that you can see through it! If you look around, you'll see plastic everywhere.		
5	More and more people are worried that we use too much plastic. When we no longer need it, we throw it away, and most of it ends up in rivers, lakes, and oceans. This is harmful to the animals that live there. Can we keep using plastic without damaging our environment? That's the challenge!		
6	Most plastics are made <u>from</u> oil and natural gas – the same kind of fuels used to power our cars and heat our homes. Different ways of processing the oil and gas make different kinds of plastic. 100 words		
Total			

Analyzing Reading

The Plastic Plague Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ What properties can plastic have? How are people attempting to reduce plastic waste? (*Literal*)
- ☐ Why is plastic such a widely used material? How has this impacted on the environment? (*Inferential*)
- ☐ What do you think is the author's opinion about plastic? 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
1	99	<i>Easy</i>
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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	