

Preview–Vista–Review

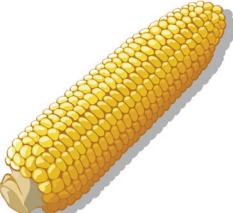
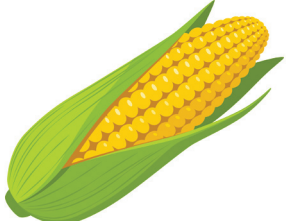
Developing Biliteracy

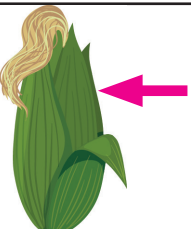
Vocabulary Anchor Chart

Target Language Spanish

Set 14



English		Español
corn		
food crops		
cob		
silk		
ear		

English		Español
corn husk		
corn kernels		
harvest		
corn fields		
tall stalks		

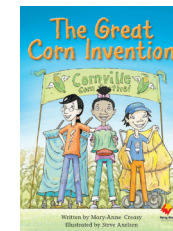
Vista Previa-View-Repaso

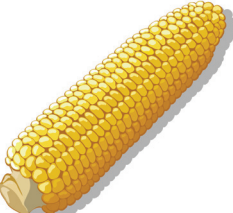
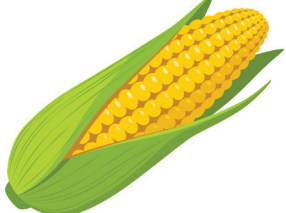
Biliteracidad en desarrollo

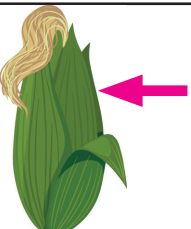
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 14



Español		English
maíz		
cultivos alimenticios		
mazorca		
seda		
elote		

Español		English
chala o hoja de maíz		
granos de maíz		
cosechar		
campo de maíz		
tallos altos		



Vista Previa-View-Repaso

Developing Biliteracy

Set 14

Este capítulo habla de _____.

Un dato curioso acerca de _____ es _____.

PVR Developing Biliteracy Set 14 Activar el conocimiento previo Guías de discusión

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An invention is _____.

I think that corn is picked by _____.

If I had to _____ to make picking corn easier, I would _____.

PVR Developing Biliteracy Set 14 Before reading discussion prompts

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An _____ is _____ for example, _____.

A _____ is _____ for example, _____.

In addition to _____ a farmer can _____ and _____.

PVR Developing Biliteracy Set 14 Academic language Vocabulary discussion prompts

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I predict/think that this story will be about _____.

PVR Developing Biliteracy Set 14 Introduce the book discussion prompts

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The _____ wanted _____ because _____.

PVR Developing Biliteracy Set 14 Talking about the book Literal discussion prompt

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The _____ were _____ because _____.

The _____ by _____ the invention competition.

PVR Developing Biliteracy Set 14 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 14

I learned that _____.

A _____ that could win a competition could be _____.

PVR Developing Biliteracy Set 14 Talking about the book Synthesizing discussion prompt

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Yes, I think everyone would _____ because _____.

No, I don't think everyone would _____ because _____.

PVR Developing Biliteracy Set 14 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 14 Language connections discussion prompt

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Aprendí que _____.

Me sorprendió que _____.

PVR Developing Biliteracy Set 14 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 14

This chapter is about _____.

A curious fact about the _____ is _____.

PVR Developing Biliteracy Set 14 Activate prior knowledge discussion prompt

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Un invento es _____.

Pienso que el maíz se recoge con _____.

Si tuviera que _____ para recoger el maíz de manera más sencilla, _____.

PVR Developing Biliteracy Set 14 Antes de la lectura Guías de discusión

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Un/a _____ es _____ por ejemplo, _____.

Un/a _____ es _____ por ejemplo, _____.

Además de _____ un agricultor puede _____ y _____.

PVR Developing Biliteracy Set 14 Lenguaje académico: Vocabulario Guías de discusión

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Pienso que la historia va a tratar de _____.

PVR Developing Biliteracy Set 14 Presente el libro Guías de discusión

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Los _____ querían _____ porque _____.

PVR Developing Biliteracy Set 14 Hablar acerca del libro Literal Guías de discusión

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A los _____ se les _____ porque _____.

Los _____ a través de _____ la competencia de inventos.

PVR Developing Biliteracy Set 14 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 14

Aprendí que _____.

Un _____ que podría ganar una competencia podría ser _____.

PVR Developing Biliteracy Set 14 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 14 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 14 Conexiones de lenguaje Guías de discusión

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I learned that _____.

What surprised me was _____.

PVR Developing Biliteracy Set 14 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 gran invento de maíz 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	Edu, Ana y María vivían en Cornville. Los tres niños tenían su propio club: el Club de Inventores; y se reunían cada semana para trabajar en sus inventos. El padre de Edu les permitía usar su viejo establo abarrotado para su club. —Realmente necesitamos un lugar adecuado para nuestro club —suspiró María en la reunión semanal, entre cajas y herramientas de jardinería en la esquina del cobertizo.		
5	—Sí, necesitamos más espacio para construir nuestros inventos —dijo Ana. —Bueno, el Festival del Maíz de Cornville es el mes que viene —dijo Edu—. Y habrá un premio de dinero a aquellos <u>con</u> los mejores inventos. 100 word Los ojos de los niños se iluminarom mientras se miraban sonrientes.		
Total			

Analyzing Reading

El gran invento de maíz Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué los niños quieren ganar la competencia de inventos? ¿Por qué no funcionó el invento de Ana? (*Literal*)
- ☐ ¿Por qué se les prohibió a los niños participar de las competencias de inventos de maíz? ¿Cómo consiguieron el dinero para construir su club? (*Inferential*)
- ☐ Los festivales de maíz reales, ¿serían similares a este? ¿En qué podrían diferenciarse? ¿Todos los alcaldes son como el del relato? (*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 Great Corn Invention 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	Ben, Anna, and Maria lived in Cornville. The three children had their own club – The Inventors Club – and they met each week to work on their inventions. Ben’s dad let them use his old, cluttered shed as their clubhouse. “We really need a proper clubhouse,” Maria sighed at the weekly meeting, squashed between boxes and gardening tools in the corner of the shed.		
5	“Yeah, we need more space to build our inventions,” said Anna. “Well, the Cornville Corn Festival is next month,” Ben said. “And there’s prize money to be won for the best inventions!” The children’s eyes lit <u>up,</u> and they all looked at each other and smiled. 100 word		
Total			

Analyzing Reading

The Great Corn Invention Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ Why did the children want to win the invention competition? Why didn't Anna's invention work? (*Literal*)
- ☐ Why were the children banned from corn invention competitions? How did they get money to build their clubhouse? (*Inferential*)
- ☐ Would real corn festivals be like this one? How might they be different? Are all mayors like this one? (*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	