

Preview–Vista–Review

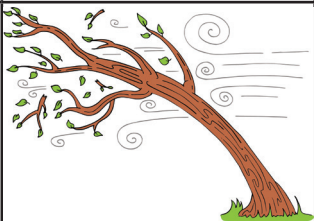
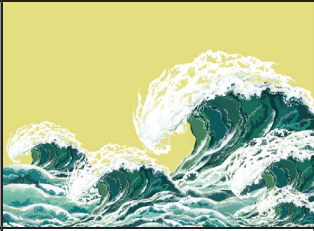
Early Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 18



English		Español	English		Español
flamingos			flock		
wind blows			in the middle		
the waves			on the edge		
stand together			food		

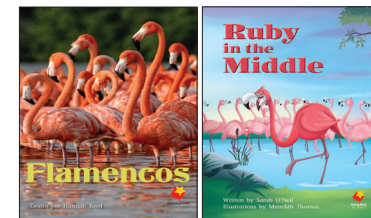
Vista Previa-View-Repaso

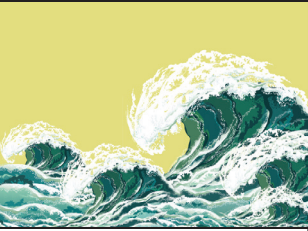
Biliteracidad temprana

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 18



Español		English	Español		English
flamencos			bandada		
viento sopla			en el medio		
las olas			en el borde		
nos unimos			alimentos		



Vista Previa-View-Repaso

Early Biliteracy

Set 18

Las características físicas de los _____ incluyen _____ y _____
largos. También _____ palmeadas, _____ y _____.
Los _____ usan sus _____, _____ y _____ para encontrar
_____ en el _____.
Para criar a sus _____ los _____.

PVR Early Biliteracy Set 18 Activar el conocimiento previo Guías de discusión

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Based on the information in chapter 2 of the book *Flamencos*,
I think that if a _____ does not take its turn _____.

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I think that _____ to _____.

PVR Early Biliteracy Set 18 Academic vocabulary Word study discussion prompts

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I think that if _____ does not _____ on the edge of the _____
when the flamingoes are feeding, _____.

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Ruby liked _____ because _____.

PVR Early Biliteracy Set 18 Talking about the book Literal discussion prompt

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

The _____ moved away from Ruby because she _____.
I think that Ruby learned _____.

PVR Early Biliteracy Set 18 Talking about the book Inferential discussion prompts

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Vista Previa-View-Repaso

Early Biliteracy

Set 18

This story shows that _____ is _____ because _____.

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I think that _____.

PVR Early Biliteracy Set 18 Talking about the book Critical discussion prompt

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

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Aprendí/Aprendimos que _____.

PVR Early Biliteracy Set 18 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 18

The physical characteristics of the _____ include _____ and long _____.

Also _____, _____ and _____.

The _____ use their _____, _____ and _____ to find _____ in the _____.

To raise their _____ the _____.

PVR Early Biliteracy Set 18 Activate prior knowledge discussion prompt Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

De acuerdo a la información del capítulo 2 del libro *Flamencos*, pienso que si un _____ no toma su turno _____.

PVR Early Biliteracy Set 18 Antes de la lectura Guías de discussion

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Pienso que si _____ no _____ al borde de la _____ cuando se alimentan, probablemente _____.

PVR Early Biliteracy Set 18 Presente el libro Guías de discussion

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A Rubí le gusta _____, porque así puede _____.

PVR Early Biliteracy Set 18 Hablar acerca del libro Literal Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

La _____ se alejó de _____ porque ella _____.

Creo que _____ aprendió que _____.

PVR Early Biliteracy Set 18 Hablar acerca del libro Inferencia Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

Esta historia nos enseña que _____ es _____ porque _____.

PVR Early Biliteracy Set 18 Hablar acerca del libro Sintetizar Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.



Preview-Vista-Review

Early Biliteracy

Set 18

Yo creo que _____.

PVR Early Biliteracy Set 18 Hablar acerca del libro Crítico marcos de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

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

PVR Early Biliteracy Set 18 Conexiones de lenguaje Guías de discussion

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I/We learned that _____.

PVR Early Biliteracy Set 18 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.

Flamencos Grade 1–2

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	En este lago, viven millones de flamencos. El lago tiene alimento para que ellos puedan comer. Y es un buen lugar para que construyan sus nidos y críen a sus polluelos.		
5	La mayoría de los animales no podrían vivir en este lago, porque hay una gran cantidad de sal en el agua. Pero los flamencos pueden vivir aquí.		
6	La forma del cuerpo del flamenco le permite encontrar alimento. Los flamencos encuentran alimento en el agua. Usan sus largas patas para caminar por el agua mientras buscan alimento. Su largo cuello les permite llegar a lo profundo del agua para <u>obtener</u> salimento. 100 words		
Total			

Analyzing Reading

Flamencos Grade 1–2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué tipo de agua bebe un flamenco? ¿Cuántos huevos pone un flamenco de cada vez? (*Literal*)
- ☐ Para los flamencos, ¿por qué es bueno vivir en un grupo? (*Inferential*)
- ☐ ¿Cómo podría la autora haber obtenido la información que necesitaba para escribir este libro? (*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.

Flamingos Grade 1–2

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	Millions of flamingos live on this lake. The lake has food for them to eat. And it is a good place for them to build their nests and raise their chicks.		
5	Most animals could not live on this lake, because there is a lot of salt in the water. But flamingos can live here.		
6	The shape of a flamingo's body helps it to find food. Flamingos find food in water. They use their long legs to walk in the water to look for food. Their long necks help them to reach down into the water to get food.		
7	Flamingos <u>have</u> webbed 100 words feet. This helps them to walk in mud.		
Total			

Analyzing Reading

Flamingos Grade 1–2

Student name: _____

Date: _____

Comprehension

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

- ☐ What sort of water does a flamingo drink? How many eggs does a flamingo lay at a time? (*Literal*)
- ☐ Why is it good for flamingos to live in a group? (*Inferential*)
- ☐ How would the author have found out the information needed to write this book? (*Critical*) ___/3

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Attends to punctuation ___/4

Decoding accuracy

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Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	