

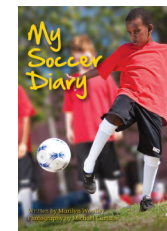
Preview–Vista–Review

Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 3



English		Español
soccer		
play as a team		
coach		
referee		

English		Español
disappointed		
fans		
passed		
kicked		

Vista Previa-View-Repaso

Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 3



Español		English
fútbol		
jugar cómo equipo		
entrenador		
árbitro		

Español		English
decepcionados		
aficionados		
pasaban		
pateaban		



Vista Previa-View-Repaso

Developing Biliteracy

Set 3

Yo juego en un equipo de _____.

¿Juegas en algún equipo? Para trabajar en equipo hay que _____.

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

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I think that _____ because _____.

It looks as if the _____, because _____.

PVR Developing Biliteracy Set 3 Before reading discussion prompt

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Good soccer teams _____, _____, and _____.

Things great soccer teams do include _____, _____, and _____.

PVR Developing Biliteracy Set 3 Academic language Vocabulary discussion prompts

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The illustrations show that _____.

PVR Developing Biliteracy Set 3 Introduce the book discussion prompts

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The _____ did not listen to the _____ because _____.

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

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

I think that the _____ changed how they played as a team
because _____.

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

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The _____ learned that _____ because _____.

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

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Vista Previa-View-Repaso

Developing Biliteracy

Set 3

I think that _____ because _____.

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

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

PVR Developing Biliteracy Set 3 Language connections discussion prompt

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Estoy de acuerdo que _____ porque _____.

Estoy en desacuerdo que _____ porque _____.

PVR Developing Biliteracy Set 3 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 3

I play in a _____ team.
Do you play in a team?
To work as a team you have to _____.

PVR Developing Biliteracy Set 3 Activate prior knowledge discussion prompt

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Yo pienso que _____, porque _____.
Parece que _____, porque _____.

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

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

Los buenos equipos de fútbol _____, _____ y _____.
Algunas cosas que un gran equipo de fútbol hace incluyen _____,
_____ y _____.

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

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

Las ilustraciones muestran que _____.

PVR Developing Biliteracy Set 3 Presente el libro Guías de discusión

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

Los _____ no escucharon al _____ porque _____.

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

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

Pienso que los _____ cambiaron su forma de jugar como equipo
porque _____.

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

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Vista Previa-View-Repaso

Developing Biliteracy

Set 3

Los _____ aprendieron que _____ porque _____.

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

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

Pienso que _____ porque _____.

PVR Developing Biliteracy Set 3 Hablar acerca del libro: Crítico marcos de discusión

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

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

PVR Developing Biliteracy Set 3 Conexiones de lenguaje Guías de discusión

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

I agree that _____ because _____.

I disagree that _____ because _____.

PVR Developing 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.

Los Leones Valientes Grade 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	A los Leones Valientes les gustaba jugar al fútbol. Podían saltar alto y correr rápido, pero eran muy perezosos. Ellos no se entrenaban para ponerse en forma y no jugaban en equipo.		
5	Su entrenador trataba de mostrarles lo que debían hacer para jugar bien. Ellos simplemente hinchaban el pecho y hacían lo que querían.		
6	El día que jugaron contra las Panteras Feroces, los Leones Valientes no jugaron bien. Todos perseguían la pelota al mismo tiempo. Caían unos sobre otros y se ponían en el camino de los demás. Cuando tenían la pelota, no la pasaban. No jugaban en <u>equipo</u> . 100 words		
Total			

Analyzing Reading

Los Leones Valientes Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ Al principio de la historia, ¿por qué los Leones Valientes no escucharon al entrenador? (*Literal*)
- ☐ ¿Por qué los Leones Valientes cambiaron su forma de jugar en equipo? ¿Qué aprendieron acerca de ser un buen equipo? (*Inferential*)
- ☐ ¿Siempre ganan los equipos que trabajan duro, juegan en equipo, y mejoran sus habilidades? Expliquen respuesta. (*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 Leaping Lions Grade 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	The Leaping Lions liked to play soccer. They could leap high and run fast, but they were very lazy. They did not train to get fit and they did not play as a team.		
5	Their coach tried to show them what to do to play well, but they just puffed out their chests and did what they liked.		
6	On the day they played against the Pouncing Panthers, the Leaping Lions did not play well. They all chased the ball at the same time. They fell over each other and got in each other's way. When they got the ball, <u>they</u> did not pass it. 100 words		
Total			

Analyzing Reading

The Leaping Lions Grade 2

Student name:

Date:

Comprehension

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

- ☐ At the beginning of the story, why didn't the Leaping Lions listen to their coach? (*Literal*)
- ☐ Why did the Leaping Lions change how they played as a team? What did they learn about being a good team? (*Inferential*)
- ☐ Do teams that work hard, play as a team, and improve their skills always win? Explain your answer. (*Critical*)
- ___/3

Fluency

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

Decoding accuracy

Decoding errors	%	Difficulty
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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	