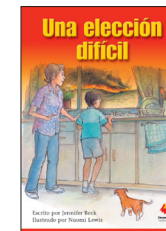


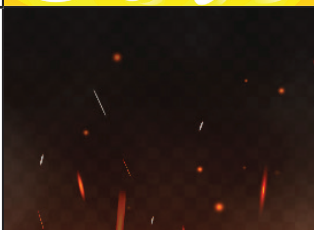
Preview–Vista–Review

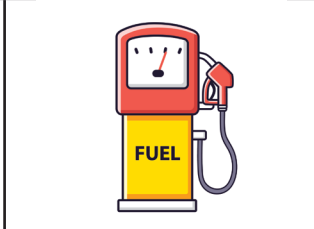
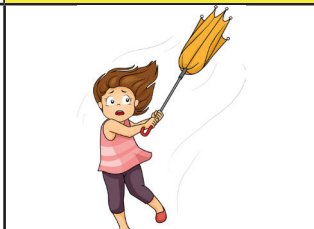
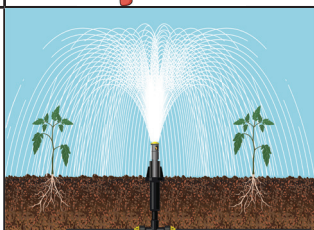
Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish
Set 17



English		Español
wildfire		
burn rapidly		
flames		
spark		
thick smoke		

English		Español
fuel		
heatwave		
wind's picking up		
sprinkler system		
flying ember		

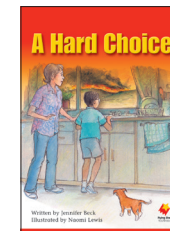
Vista Previa-View-Repaso

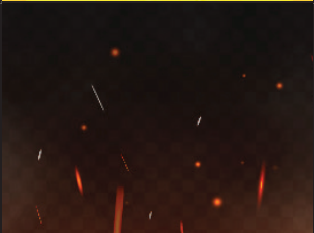
Biliteracidad en desarrollo

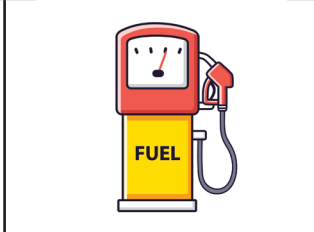
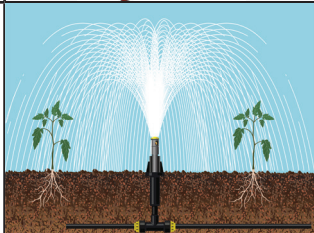
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 17



Español		English
incendio forestal		
propagarse rápidamente		
llamaradas		
chispa		
humos espesos		

Español		English
combustible		
ola de calor		
viento está aumentando		
sistema de rociadores		
brasas que volaban		



Vista Previa-View-Repaso

Developing Biliteracy

Set 17

Un _____ es _____ que avanza _____.

Los _____ pueden comenzar con _____ o pueden comenzar cuando _____.

Para _____ su casa las familias que _____ pueden _____, también pueden hacer un _____.

PVR Developing Biliteracy Set 17 Activar el conocimiento previo Guías de discusión

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

_____ need to know how _____.

To _____ need to _____. If a _____ people should _____.

PVR Developing Biliteracy Set 17 Before reading discussion prompts

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

Evacuation or to evacuate means to _____.

PVR Developing Biliteracy Set 17 Academic language Vocabulary discussion prompts

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The main characters so far are _____, _____ and _____.

I've learned that _____ and his _____ know what to do in case of a fire because _____.

I know they have prepared, because on page 6 the dad says:

“_____.”

PVR Developing Biliteracy Set 17 Introduce the book discussion prompts

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

The family's _____ included _____ and _____.

Carlos took Rusty _____ because _____.

PVR Developing Biliteracy Set 17 Talking about the book Literal discussion prompt

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 17

I think that _____ should/should not _____ because _____.
_____ did not _____, because instead he _____.

PVR Developing Biliteracy Set 17 Talking about the book Inferential discussion prompt

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

_____ said he _____ because _____.

I think that _____ because _____.

PVR Developing Biliteracy Set 17 Talking about the book Synthesizing discussion prompt

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

If I were _____, I think I would _____.

PVR Developing Biliteracy Set 17 Talking about the book Critical discussion prompt

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

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

PVR Developing Biliteracy Set 17 Language connections discussion prompt

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

Yo creo que _____ porque _____.

Aprendí que _____.

Pienso que si tuviera que enfrentarme a un incendio yo _____.

PVR Developing Biliteracy Set 17 Repaso Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 17

A _____ is _____ that advances _____.

The _____ can start with _____ or they can start when _____.

To _____ their houses the families that _____ can _____, also can make a _____.

PVR Developing Biliteracy Set 17 Activate prior knowledge discussion prompt

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

_____ necesitan saber cómo _____.

Para _____ necesitan _____.

Si hay un _____ las personas deben _____.

PVR Developing Biliteracy Set 17 Antes de la lectura Guías de discusión

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

Evacuación o evacuar significa _____.

PVR Developing Biliteracy Set 17 Lenguaje académico: Vocabulario Guías de discusión

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

Los personajes principales hasta aquí son _____, _____ y _____.

Aprendí que _____ y sus _____ saben qué hacer en caso de un incendio porque _____.

Sé que están preparados porque en la página 6 el papá dice: — _____.

PVR Developing Biliteracy Set 17 Presente el libro Guías de discusión

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

El _____ de la familia incluía _____ y _____.

Carlos llevó a Golfo _____ porque _____.

PVR Developing Biliteracy Set 17 Hablar acerca del libro Literal Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 17

Pienso que _____ debería/no debería _____ porque _____.

_____ no _____ porque en lugar de eso _____.

PVR Developing Biliteracy Set 17 Hablar acerca del libro Inferencia Guías de discusión

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

_____ dijo _____ porque _____.

Pienso que _____ porque _____.

PVR Developing Biliteracy Set 17 Hablar acerca del libro: Sintetizar Guías de discusión

Biliteracy para todos © 2021–2025 EC Licensing Pty Ltd

Si yo _____, pienso que _____.

PVR Developing Biliteracy Set 17 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 17 Conexiones de lenguaje Guías de discusión

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

I think that _____ because _____.

I learned that _____.

I think that if I had to confront a fire, I _____.

PVR Developing Biliteracy Set 17 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.

Una elección difícil 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	—¿Qué pasa, papá? —preguntó Carlos. El padre de Carlos estaba mirando hacia las colinas en la distancia. —Estoy viendo si hay humo, hijo —respondió su padre—. No veo nada todavía, pero esta ola de calor lleva ya varias semanas. Hoy hace mucho calor y ahora el viento está aumentando. Es el tiempo propicio para que se produzca un incendio forestal. En ese momento oyeron la sirena.		
5	La familia de Carlos vivía en una zona de alto riesgo de incendios forestales y muchas personas estaban entrenadas para ayudar al departamento local de bomberos durante la temporada de incendios. El padre de Carlos era uno de esos voluntarios. 100 word		
Total			

Analyzing Reading

Una elección difícil Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué incluye un plan familiar contra incendios?
¿Dónde lleva Carlos de paseo a Golfo? (*Literal*)
- ☐ ¿Debería Carlos haberse acercado al bosque ese día? ¿Por qué? ¿Por qué no? El Sr. Gil, ¿por qué no llevó las herramientas consigo? (*Inferential*)
- ☐ ¿Qué harían si estuvieran en el lugar del Sr. Gil? (*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.

A Hard Choice 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	“What’s up, Dad?” Carlos asked. Carlos’s dad was looking toward the distant hills. “I’m looking for smoke, son,” he said. “I can’t see any yet but this heatwave has been going on for weeks. It’s so hot outside today, and now the wind’s picking up. It’s wildfire weather.” Just then they heard the siren.		
5	Carlos’s family lived in a high-risk wildfire area and lots of people were trained to help the local fire department during the fire season. Carlos’s dad was one of these volunteers. “I need to get ready!” he said. Running back inside, his father quickly pulled <u>on</u> his 100 word firefighter’s pants, braces, and jacket, and his big, thick boots. Grabbing his helmet and keys, Carlos’s dad dashed back outside.		
Total			

Analyzing Reading

A Hard Choice Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ What did the family's fire plan involve? Where did Carlos take Rusty for a walk? (*Literal*)
- ☐ Should Carlos have gone close to the forest on that day? Why/Why not? Why didn't Mr. Grant take his tools? (*Inferential*)
- ☐ What would you do if you were in Mr. Grant's place? (*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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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	