

# Preview–Vista–Review

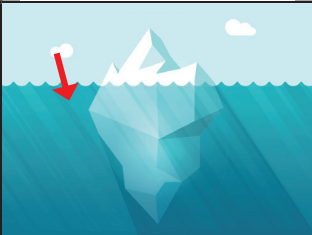
## Early Biliteracy

### Vocabulary Anchor Chart

Target Language Spanish

Set 7



| English         |                                                                                    | Español |
|-----------------|------------------------------------------------------------------------------------|---------|
| a turtle        |   |         |
| under the water |   |         |
| a pet           |  |         |

| English  |                                                                                      | Español |
|----------|--------------------------------------------------------------------------------------|---------|
| a pond   |   |         |
| a log    |   |         |
| to catch |  |         |

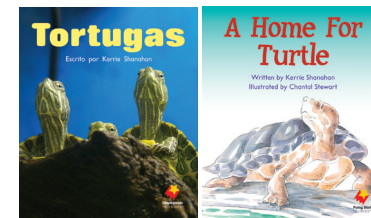
# Vista Previa-View-Repaso

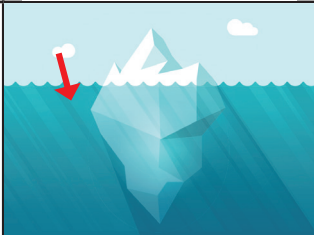
Biliteracidad temprana

Cártel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 7



| Español         |                                                                                    | English |
|-----------------|------------------------------------------------------------------------------------|---------|
| una tortuga     |   |         |
| debajo del agua |   |         |
| una mascota     |  |         |

| Español     |                                                                                      | English |
|-------------|--------------------------------------------------------------------------------------|---------|
| un estanque |   |         |
| un tronco   |   |         |
| atrapar     |  |         |



# Vista Previa-View-Repaso

## Early Biliteracy

### Set 7

Las tortugas \_\_\_\_\_ del \_\_\_\_\_ para hacer sus \_\_\_\_\_. Las tortu-  
gas \_\_\_\_\_ sus \_\_\_\_\_ fuera del \_\_\_\_\_.  
Las \_\_\_\_\_ hacen \_\_\_\_\_ para poner \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Activar el conocimiento previo Guías de discussion*

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I think/don't think that a \_\_\_\_\_ can be a \_\_\_\_\_ because \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Before reading discussion prompt*

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What syllable is missing in the word \_\_\_\_tle?

What syllable is missing in the word tur\_\_\_\_?

What sound does ur make?

The syllable \_\_\_\_ is missing.

The ur makes the /\_\_ / sound.

*PVR Early Biliteracy Set 7 Academic vocabulary Word study discussion prompts*

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The boy is \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Introduce the book discussion prompts*

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The \_\_\_\_\_ took the \_\_\_\_\_ to the \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Talking about the book Literal discussion prompt*

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# Vista Previa-View-Repaso

## Early Biliteracy

### Set 7

The \_\_\_\_\_ was the best place for the \_\_\_\_\_ because \_\_\_\_\_.

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I think that a \_\_\_\_\_ would be another good home for a \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Talking about the book Synthesizing discussion prompt Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.*

I think that \_\_\_\_\_ would/would not do what they boy did  
because \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Talking about the book Critical discussion prompt*

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In Spanish you say \_\_\_\_\_, but in English you say \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Language connections discussion prompt*

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Creo que para una tortuga es mejor vivir \_\_\_\_\_ porque \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Repaso Guías de discussion*

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# Preview-Vista-Review

## Early Biliteracy

### Set 7

\_\_\_\_\_ make their \_\_\_\_\_ out of the \_\_\_\_\_.

\_\_\_\_\_ make \_\_\_\_\_ to lay their \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Activate prior knowledge discussion prompt*

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Pienso que una \_\_\_\_\_ puede/no puede ser una \_\_\_\_\_  
porque \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Antes de la lectura Guías de discussion*

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¿Qué sílaba falta en la palabra \_\_\_\_\_-tu-ga/  
tor\_\_\_\_\_-ga/ tor-tu\_\_\_\_\_?

En la palabra \_\_\_\_\_ falta la sílaba \_\_\_\_\_.

El sonido de la /r/ en la sílaba /tor/ es un sonido \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Lenguaje académico Estudio de la palabra Guías de discussion*

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El niño está \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Presente el libro Guías de discussion*

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A dónde llevó a la \_\_\_\_\_ al \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Hablar acerca del libro Literal Guías de discussion*

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# Preview-Vista-Review

## Early Biliteracy

### Set 7

El \_\_\_\_\_ era el mejor lugar para la \_\_\_\_\_ porque \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Hablar acerca del libro Inferencia Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.*

Pienso que un \_\_\_\_\_ sería otro buen hogar para la \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Hablar acerca del libro Sintetizar Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.*

Pienso que \_\_\_\_\_ harían/no harían lo que hizo el niño  
porque \_\_\_\_\_.

*PVR Early Biliteracy Set 7 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 7 Conexiones de lenguaje Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.*

I think that a \_\_\_\_\_ is better for the turtle because \_\_\_\_\_.

*PVR Early Biliteracy Set 7 Review discussion prompt Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.*

# Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

## ***Tortugas*** Grade K

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 |
|-------|---------------------------------------------------------------------------------|---------------------------|-----------------------------|
| 2     | Esta es una tortuga. Tiene cuatro patas.                                        |                           |                             |
| 4     | Esta tortuga puede estar en el agua. Puede nadar debajo del agua.               |                           |                             |
| 6     | Esta tortuga atrapa peces y ranas para comer.                                   |                           |                             |
| 7     | Nada en el agua para atraparlos.                                                |                           |                             |
| 8     | Esta tortuga atrapa insectos para comer también.                                |                           |                             |
| 9     | Se sienta sobre un tronco para atraparlos.                                      |                           |                             |
| 10    | Las tortugas salen del agua para descansar y para hacer un nido.                |                           |                             |
| 12    | Esta tortuga cava para hacer un nido. Pone los huevos en el nido.               |                           |                             |
| 14    | De los huevos salen pequeñas tortugas. Van del nido al <u>agua.</u><br>83 words |                           |                             |
| Total |                                                                                 | ___ /83                   |                             |

# Analyzing Reading

## *Tortugas* Grade K

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Comprehension

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

- ☐ ¿Cómo hacen las tortugas sus nidos? (*Literal*)
- ☐ ¿Por qué las tortugas viven cerca del agua?  
(*Inferential*)
- ☐ ¿Qué otras cosas nos podría haber dicho la autora  
acerca de las tortugas?  
(*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               | 95         | <i>Instructional</i> |
| 5               | 94         |                      |
| 6               | 93         |                      |
| 7               | 92         |                      |
| 8               | 91         |                      |
| 9               | 90         |                      |
| 10 +            | 89 or less | <i>Hard</i>          |

### Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \_\_\%$$

WR: Words Read

DE: Decoding Errors

### 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.

## ***Turtles*** Grade K

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 |
|-------|------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|
| 2     | This is a turtle.<br>It has four legs.                                                               |                           |                             |
| 4     | This turtle can go in water.<br>It can swim under the water.                                         |                           |                             |
| 6     | This turtle catches<br>fish and frogs to eat.                                                        |                           |                             |
| 7     | It swims in the water<br>to catch them.                                                              |                           |                             |
| 8     | This turtle catches<br>insects to eat too.                                                           |                           |                             |
| 9     | It sits on a log<br>to catch them.                                                                   |                           |                             |
| 10    | Turtles come out of the water<br>to rest and to make a nest.                                         |                           |                             |
| 12    | This turtle<br>digs to make<br>a nest.<br>The eggs go<br>in the nest.                                |                           |                             |
| 14    | Little turtles come out<br>of the eggs.<br>They go from the nest<br>to the <u>water.</u><br>92 words |                           |                             |
| Total |                                                                                                      | ___/92                    |                             |

# Analyzing Reading

## *Turtles* Grade K

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Comprehension

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

- ☐ How do turtles make their nests? (*Literal*)
- ☐ Why do turtles live near water? (*Inferential*)
- ☐ What other things could the author have told us about turtles?  
(*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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| 5               | 94         |                      |
| 6               | 93         |                      |
| 7               | 92         |                      |
| 8               | 91         |                      |
| 9               | 90         |                      |
| 10 +            | 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 |                                      |