

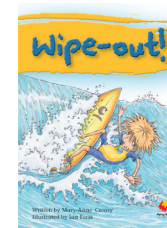
Preview–Vista–Review

Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 16



English		Español
wetsuit		
surfboard		
overcast		
surfer		
towed		

English		Español
water surface		
ridge of islands		
shallow reefs		
pipeline wave		
rip current		

Vista Previa-View-Repaso

Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 16



Español		English
traje de neopreno		
tabla de surf		
nublado		
surfista		
remolcados		

Español		English
superficie del agua		
cadena de islas		
arrecifes superficiales		
ola con forma de tubería		
corriente de Resaca		



Vista Previa-View-Repaso

Developing Biliteracy

Set 16

Creo que lo que es emocionante de ser _____ es _____.

Creo que lo que es peligroso de ser _____ es _____.

PVR Developing Biliteracy Set 16 Activar el conocimiento previo Guías de discusión

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Some _____ at the beach may include _____ and _____.

PVR Developing Biliteracy Set 16 Before reading discussion prompts

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Based on the photograph, I think that _____ means _____.

PVR Developing Biliteracy Set 16 Academic language Vocabulary discussion prompts

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I think that _____ would be _____.

The _____ I would like to try is _____, because _____.

PVR Developing Biliteracy Set 16 Introduce the book discussion prompts

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_____ is when the _____ rides _____.

A _____ forms when _____.

PVR Developing Biliteracy Set 16 Talking about the book Literal discussion prompt

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Is important to _____ in the surf because _____.

_____ can be _____ because _____.

PVR Developing Biliteracy Set 16 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 16

_____ ride _____ because _____.

The best surf beaches can be found _____ , _____ , _____
and _____.

PVR Developing Biliteracy Set 16 Talking about the book Synthesizing discussion prompt

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I think that I would _____ in _____ because _____.

I don't think that I would _____ in _____
because _____.

PVR Developing Biliteracy Set 16 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 16 Language connections discussion prompt

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Aprendí que _____.

Me sorprendió que _____.

PVR Developing Biliteracy Set 16 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 16

I think that what is exciting about being a _____ is _____.

I think that what is dangerous about being a _____ is _____.

PVR Developing Biliteracy Set 16 Activate prior knowledge discussion prompt

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Algunos _____ en la playa pueden incluir _____ y _____.

PVR Developing Biliteracy Set 16 Antes de la lectura Guías de discusión

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Basado en la fotografía, pienso que _____ significa _____.

PVR Developing Biliteracy Set 16 Lenguaje académico: Vocabulario Guías de discusión

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Pienso que _____ sería _____.

El _____ que me gustaría probar es _____ porque _____.

PVR Developing Biliteracy Set 16 Presente el libro Guías de discusión

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_____ es cuando el _____ monta _____.

Una _____ se forma cuando _____.

PVR Developing Biliteracy Set 16 Hablar acerca del libro Literal Guías de discusión

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Es importante _____ al surfear porque _____.

_____ puede ser _____ porque _____.

PVR Developing Biliteracy Set 16 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 16

_____ montan _____ porque _____.

Las mejores playas de surf se encuentran _____, _____,

_____ y _____.

PVR Developing Biliteracy Set 16 Hablar acerca del libro: Sintetizar Guías de discusión

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Pienso que me _____ en _____ porque _____.

Pienso que no _____ en _____ porque _____.

PVR Developing Biliteracy Set 16 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 16 Conexiones de lenguaje Guías de discusión

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I learned that _____.

What surprised me was _____.

PVR Developing Biliteracy Set 16 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.

Montando olas 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	El surf es una actividad que casi cualquier persona puede aprender a hacer. Montar olas es emocionante y estimulante. Pero es un trabajo difícil y se necesita mucha habilidad para usar la poderosa fuerza del océano para montar una ola. El surf puede ser peligroso. Cuando un surfista es derribado por una ola, la fuerza del agua lo empuja bajo el agua dificultándole nadar hasta la superficie. Incluso los surfistas profesionales pueden llegar a morir o resultar seriamente lesionados por una mala decisión o por mala suerte. Tener el conocimiento y la experiencia adecuados ayuda a los surfistas a sobrevivir.		
6	Para la mayoría de la gente, el surf es un pasatiempo, pero para algunas personas es una parte mucho más importante en sus vidas.		
Total			

Analyzing Reading

Montando olas Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué es montar un tubo? ¿Qué es una corriente de resaca? (*Literal*)
- ☐ ¿Por qué se debe tener cuidado con los demás cuando practica surf? ¿Por qué puede ser peligroso el surf? (*Inferential*)
- ☐ ¿Harían surf en un lugar reconocido por ser peligroso? (*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.

Riding the Waves 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
5	Surfing is an activity that almost anyone can learn to do. Riding the waves is exciting and exhilarating. But it’s hard work and it takes a lot of skill to use the powerful force of the ocean for a great ride on a wave. Surfing can be dangerous. When a surfer gets dumped by a wave, the force of the water pushes the surfer down under the water, and it is difficult to swim to the surface. Even professional surfers can end up killed or seriously injured by bad judgment or bad luck. Having the right knowledge and experience helps surfers to survive. 100 word		
Total			

Analyzing Reading

Riding the Waves Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ What is tube-riding? What is a rip current?
(*Literal*)
- ☐ Why do you need to watch out for others in the surf? Why can surfing be dangerous? (*Inferential*)
- ☐ Would you surf in a place that was known to be dangerous? (*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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Planning the next step

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