

Preview–Vista–Review

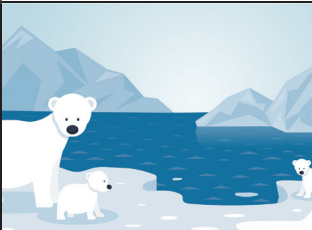
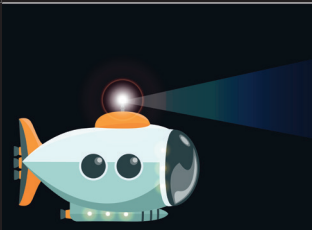
Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 18



English		Español
expedition		
Arctic Ocean		
submarine		
break in the ice		
crew		

English		Español
navigation equipment		
shortwave radio		
compass		
mayday		
S.O.S (save our souls)		

Vista Previa-View-Repaso

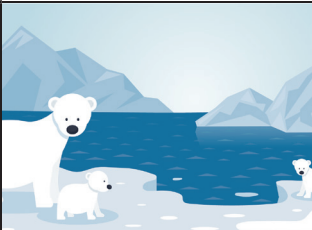
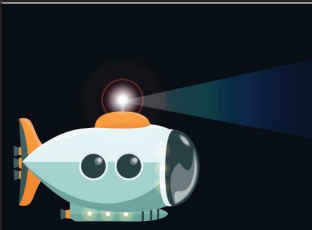
Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 18



Español		English
expedición		
océano Artico		
submarino		
grietas		
tripulación		

Español		English
equipo de navegación		
radio de onda corta		
brújula		
auxilio		
salvar nuestras almas		



Vista Previa-View-Repaso

Developing Biliteracy

Set 18

Creo que _____ se sintió _____ porque _____.

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

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The title of another story about _____ that I have read is _____.
The secret agent's _____ in the story I read was to _____.

PVR Developing Biliteracy Set 18 Before reading discussion prompts

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Some words that I might see in this story include _____, _____
and _____.

PVR Developing Biliteracy Set 18 Academic language Vocabulary discussion prompts

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I know _____, _____ and _____.
Additionally, I know _____.

PVR Developing Biliteracy Set 18 Introduce the book discussion prompts

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_____ was using the _____ to _____.
She wanted _____ to give her _____.

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

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I think that _____ began _____ because _____.
This was _____ and _____ most dangerous mission
because _____.

PVR Developing Biliteracy Set 18 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 18

Roxby is _____, _____, and _____.

Crispo is _____, _____, and _____.

Valdor is _____, _____, and _____.

PVR Developing Biliteracy Set 18 Talking about the book Synthesizing discussion prompt

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I think that _____ could _____ because _____.

I don't think that _____ could _____ because _____.

I know this story is _____ because _____.

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

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

PVR Developing Biliteracy Set 18 Language connections discussion prompt

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Aprendí que _____.

PVR Developing Biliteracy Set 18 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 18

I think that the _____ felt _____ because _____.
The captain _____ and then the Nautilus _____.

PVR Developing Biliteracy Set 18 Activate prior knowledge discussion prompt

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El título de otra historia acerca de _____ que leí es _____. El
agente secreto _____ en la historia que leí era _____.

PVR Developing Biliteracy Set 18 Antes de la lectura Guías de discusión

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Algunas palabras que creo que podría encontrar en esta historia
son _____ y _____.

PVR Developing Biliteracy Set 18 Lenguaje académico: Vocabulario Guías de discusión

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¿Qué saben ya acerca de este libro?
Guías de discusión: Sé que _____, _____ y _____.
Además, sé que _____.

PVR Developing Biliteracy Set 18 Presente el libro Guías de discusión

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_____ estaba usando el _____ para _____.

PVR Developing Biliteracy Set 18 Hablar acerca del libro Literal Guías de discusión

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Pienso que _____ comenzó _____ porque _____.
Esta era _____ más _____ porque _____.

PVR Developing Biliteracy Set 18 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 18

Roxby es _____, _____ y _____.

Crispo es _____, _____ y _____.

Valdor es _____, _____ y _____.

PVR Developing Biliteracy Set 18 Hablar acerca del libro: Sintetizar Guías de discusión

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Pienso que _____ podría _____ porque _____.

Pienso que no _____ porque _____.

Sé que esta historia es _____ porque _____.

PVR Developing Biliteracy Set 18 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 18 Conexiones de lenguaje Guías de discusión

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I learned that _____.

PVR Developing 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.

La profesora Valdor y el láser gigante 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	Los agentes secretos Roxby y Crispo habían sido citados a una reunión con el inspector Morris en la sede central. —Tenemos una nueva misión para ustedes —les informó el inspector. Y señaló una foto del hielo del Ártico en la pantalla de su computadora. Justo en el centro, donde tenía que haber una gruesa capa de hielo, había un enorme hoyo por el que salía un brillo rojizo.		
5	—¿Cómo se produjo ese hoyo allí? —preguntó Crispo—. Esa capa de hielo tiene más de cincuenta pies de profundidad. —No lo sabemos. Hemos enviado un submarino debajo de la capa de hielo para determinar el motivo, pero perdimos contacto con la nave. Esto es lo último que supimos del USS <i>Shadow</i> —dijo el inspector Morris y luego presionó un botón.		
Total			

Analyzing Reading

La profesora Valdor y el láser gigante Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué estaba haciendo la profesora Valdor con el láser gigante? ¿Qué quería que la agencia secreta le diera? (*Literal*)
- ☐ ¿Por qué Valdor había comenzado a derretir el hielo del Ártico? ¿Por qué esta era la “misión más peligrosa” de Roxby y Crispo? (*Inferential*)
- ☐ ¿Podría una historia como esta ocurrir en la realidad? ¿Por qué piensan eso? ¿Qué características de esta historia les indican que es una historia de aventura? (*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.

Professor Valdor and the Giant Laser 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	Secret agents Roxby and Crispo had been called to a meeting with Inspector Morris at headquarters. “We have a new mission for you,” said the inspector. He pointed to a photo of the Arctic ice on his computer screen. Right in the middle, where there should have been thick white ice, there was a gaping hole with a red glow coming out of it.		
5	“How did that hole get there?” asked Crispo. “That ice is more than 50 feet thick.” “We don’t know. We sent a submarine under the ice to find out, but they lost contact. This is <u>the</u> last we heard from the USS Shadow,” 100 words said Inspector Morris, pressing a button.		
Total			

Analyzing Reading

Professor Valdor and the Giant Laser Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ What was Professor Valdor doing with the giant laser? What did she want the secret agency to give her? (*Literal*)
- ☐ Why had Valdor begun to melt the Arctic ice? Why was it Roxby and Crispo's "most dangerous mission?" (*Inferential*)
- ☐ Could such a story really take place? Why do you think that? What things about this story tell you that it is an adventure story? (*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	