

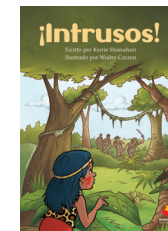
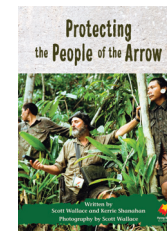
Preview–Vista–Review

Advanced Biliteracy

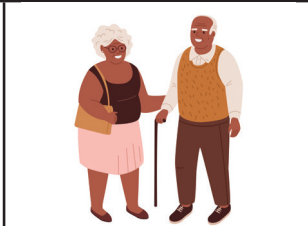
Vocabulary Anchor Chart

Target Language Spanish

Set 7



English		Español
uncontacted tribes		
log trees		
mine for gold		
build farms		
measles		

English		Español
outsiders		
elders		
hut		
hunting expeditions		
trackers		

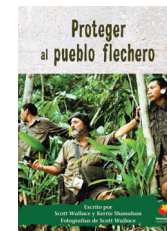
Vista previa-View-Repaso

Biliteracidad avanzada

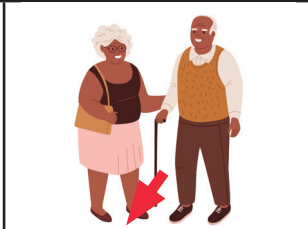
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 7



Español		English
tribus o personas no contactadas o aisladas		
talar los árboles		
buscar oro		
construir granjas		
sarampión		

Español		English
intrusos		
ancianos		
choza		
expediciones de caza		
exploradores		



Vista Previa-View-Repaso

Advanced Biliteracy

Set 7

Deducimos que Sydney _____ y _____.

Deducimos que los flecheros _____.

Deducimos que _____.

PVR Advanced Biliteracy Set 7 Activar el conocimiento previo Guías de discusión

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Jumi and Maya may feel _____ because _____.

PVR Advanced Biliteracy Set 7 Before reading discussion prompt

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_____ thinks that _____ because _____.

PVR Advanced Biliteracy Set 7 During reading discussion prompt

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After seeing Tavan, Jumi decided that _____.

PVR Advanced Biliteracy Set 7 Talking about the book Inferential discussion prompt

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

I think I would be _____.

PVR Advanced Biliteracy Set 7 Talking about the book Synthesizing discussion prompt

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I think that _____ because _____.

PVR Advanced Biliteracy Set 7 Talking about the book Critical discussion prompt

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

PVR Advanced Biliteracy Set 7 Language connections discussion prompt

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Vista Previa-View-Repaso

Advanced Biliteracy

Set 7

Agree/Disagree: I agree/disagree with _____ because _____.

Clarify: What do you mean by _____?

Describe: _____ felt _____ and _____ when _____.

Summarize: The author is really saying _____.

To sum it up, _____.

PVR Advanced Biliteracy Set 7 Listening and speaking discussion prompt

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Lo que me pareció más interesante sobre las tribus no
contactadas fue que _____.

PVR Advanced Biliteracy Set 7 Repaso Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 7

We infer that Sydney _____ and _____.

We infer that _____.

We infer that _____.

PVR Advanced Biliteracy Set 7 Activate prior knowledge discussion prompt

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Jumi y Maya se podrían sentir _____ porque _____.

PVR Advanced Biliteracy Set 7 Antes de la lectura Guías de discusión

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

_____ piensa que _____ porque _____.

PVR Advanced Biliteracy Set 7 Durante la lectura Guías de discusión

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Después de ver a Tavan, Jumi decidió que _____.

PVR Advanced Biliteracy Set 7 Hablar acerca del libro Inferencia Guías de discusión

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Pienso que _____.

PVR Advanced Biliteracy Set 7 Hablar acerca del libro: Sintetizar Guías de discusión

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

Pienso que _____, porque _____.

PVR Advanced Biliteracy Set 7 Hablar acerca del libro: Crítico Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 7

De acuerdo/en desacuerdo: Estoy de acuerdo/en desacuerdo con _____ porque _____.

Clarificar: ¿Qué quieres decir con _____?

Describir: _____ se sintió _____ y _____ cuando _____.

Predicción: Yo predigo que _____ porque _____.

Resumir: En realidad, la autora está diciendo que _____.

En resumen, primero _____.

PVR Advanced Biliteracy Set 7 Escuchar y hablar Guías de discusión

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I found that the most interesting thing about the non-contacted tribe was that _____.

PVR Advanced Biliteracy Set 7 Review discussion prompt

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Graphic Organizer: Thoughts and feelings

Name/s: _____

Record different thoughts and feelings each character has in the story. Record examples of their speech or actions that support this.

Character	Thoughts and feelings	Evidence – Speech and actions that show what they think, how they feel, and why
Maya's mother		
Uncle Tavan		
Maya		
Jumi		

Organizador gráfico: Ideas y sentimientos

Nombre/s: _____

Anota diferentes ideas y sentimientos de cada uno de los personajes de la historia. Anota ejemplos de lo que hacen o dicen, que apoyen tus ideas.

Personaje	Ideas y sentimientos	Evidencia – Comentarios y acciones que demuestran lo que piensan, lo que sienten y por qué.
La mamá de Maya		
El tío Tavan		
Maya		
Jumi		

Assessing Reading: Decoding, Comprehension, Fluency

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

¡Intrusos! Grade 4

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	Este cuento de ficción trata sobre una tribu no contactada imaginaria, y sobre lo que podría pasar si unos “intrusos” se acercaran a su poblado. Los pueblos no contactados son grupos de personas aisladas que no tienen contacto con el mundo exterior. Viven en lugares remotos a los cuales es difícil llegar. No sabemos mucho de estas personas ni de su forma de vida. Sabemos que tienen sus propias culturas y tradiciones, y que no necesitan de la tecnología moderna para cubrir sus necesidades.		
6	Sabemos que casi todos estos grupos temen al contacto con la gente de fuera. Hay un historial muy largo de intrusos que atacaron y mataron a tribus remotas y se apoderaron de sus tierras para talar los árboles, buscar oro o construir granjas. Otra razón por la que tienen miedo es que las personas aisladas no tienen inmunidad a enfermedades como el sarampión, la gripe o el resfriado común, las cuales se propagan rápidamente en las tribus aisladas y pueden matar a muchas personas.		
Total			

¡Intrusos! Grade 4

Date:

☐ Reads smoothly at an appropriate rate

☐ Uses appropriate phrasing

☐ Reads expressively

☐ Attends to punctuation _____/4

WR: Words Read
DE: Decoding Errors

Despegando hacia la lectura ¡Intrusos! © 2015–2025 EC Licensing Pty Ltd

Assessing Reading: Decoding, Comprehension, Fluency

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

Outsiders! Grade 4

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	This is a fictional story about an imaginary uncontacted tribe, and what might happen if “outsiders” were heading toward their home. Uncontacted people are groups of people who have no contact with the outside world. They live in remote places that are difficult to get to. We don’t know a lot about these people or how they live. We do know they have their own cultures and traditions, and that they don’t need modern technology to meet their needs.		
5	We know that most of these groups are afraid of contact with outside people. There is a long history of outsiders attacking and killing remote tribes, and taking their land so they can log trees, mine for gold, or build farms. Another reason for their fear is that uncontacted people have no immunity to diseases such as measles, the flu, or common colds. These illnesses spread quickly through uncontacted tribes, and can kill many people. 150 words		
Total			

Analyzing Reading

Outsiders! Grade 4

Student name: _____

Date: _____

Comprehension

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

- ☐ Where do uncontacted people live? (*Literal*)
- ☐ How did seeing Tavan change Jumi's thoughts about leaving the village? (*Inferential*)
- ☐ Was this a believable 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>
2	98	
3	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

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

WR: Words Read

DE: Decoding Errors

Planning the next step

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