

Preview–Vista–Review

Advanced Biliteracy

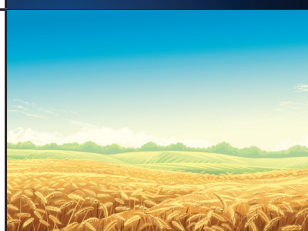
Vocabulary Anchor Chart

Target Language Spanish

Set 9



English		Español
replaced		
artificial intelligence		
devices		
tracked		
scanning		

English		Español
tracklet		
face scanner		
field of crops		
old-fashioned		

Vista previa-View-Repaso

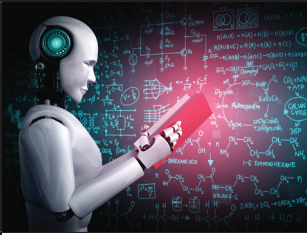
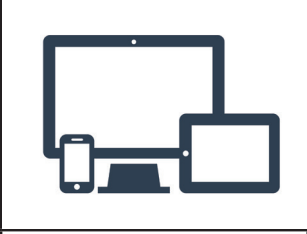
Biliteracidad avanzada

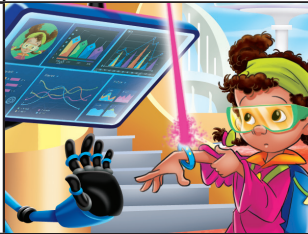
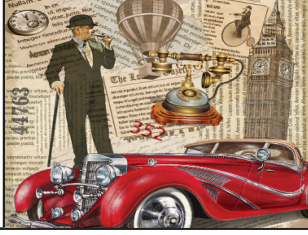
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 9



Español		English
reemplazados		
inteligencia artificial		
dispositivo		
rastreados		
escaneando		

Español		English
localizador		
escáner facial		
campo de cultivo		
a la antigua		



Vista Previa-View-Repaso

Advanced Biliteracy

Set 9

Opino/opinamos que los puntos más importantes acerca de _____ son _____ porque _____.

PVR Advanced Biliteracy Set 9 Activar el conocimiento previo Guías de discusión

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Some words might include _____.

PVR Advanced Biliteracy Set 9 Before reading discussion prompt

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Uncle Nick might live in _____.

I think that _____.

PVR Advanced Biliteracy Set 9 During reading discussion prompt

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Amy and Seb's _____ after visiting Uncle Nick was _____.

PVR Advanced Biliteracy Set 9 Talking about the book Inferential discussion prompt

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I can relate to Amy and Seb because _____.

PVR Advanced Biliteracy Set 9 Talking about the book Synthesizing discussion prompt

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I agree with the author that _____.

I disagree with the author that _____.

PVR Advanced Biliteracy Set 9 Talking about the book Critical discussion prompt

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Vista Previa-View-Repaso

Advanced Biliteracy

Set 9

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

Clarify: What do you mean by _____?

I wonder _____?

Describe: Amy and Seb live in a futuristic city where _____,
while Uncle Nick lives in the country where _____.

Predict: I predict that _____ because _____.

Summarize: The author is really saying _____.

To sum it up, first _____.

PVR Advanced Biliteracy Set 9 Listening and speaking discussion prompt

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Las computadoras _____ podrán _____ porque _____.

PVR Advanced Biliteracy Set 9 Repaso Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 9

I/we think the most important parts about _____ are
_____ because _____.

PVR Advanced Biliteracy Set 9 Activate prior knowledge discussion prompt

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Algunas palabras podrían ser _____.

PVR Advanced Biliteracy Set 9 Antes de la lectura Guías de discusión

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El tío Nick podría vivir en _____.
Pienso que _____.

PVR Advanced Biliteracy Set 9 Durante la lectura Guías de discusión

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La _____ de Amy y Seb después de visitar al tío Nick _____.

PVR Advanced Biliteracy Set 9 Hablar acerca del libro Inferencia Guías de discusión

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Me puedo identificar con Amy y Seb porque _____.

PVR Advanced Biliteracy Set 9 Hablar acerca del libro: Sintetizar Guías de discusión

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Estoy de acuerdo con la autora en _____.

No estoy de acuerdo con la autora en _____.

PVR Advanced Biliteracy Set 9 Hablar acerca del libro: Crítico Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 9

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

Clarificar: ¿Qué quieres decir con _____?

Me pregunto _____.

Describir: Amy y Seb viven en una ciudad futurista donde _____, mientras que el tío Nick vive en un pueblo donde _____.

Predicción: Yo predigo que _____ porque _____.

Resumir: La autora está realmente diciendo _____.

En resumen, primero _____.

PVR Advanced Biliteracy Set 9 Escuchar y hablar Guías de discusión

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Computers could _____ because _____.

PVR Advanced Biliteracy Set 9 Review discussion prompt

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Graphic Organizer 2: City and village

Name/s: _____

Compare and contrast the two settings – the city (where Amy and Seb live) and the village (where Uncle Nick lives).

	City	Village
Food		
Shopping		
Transport		
Pets		
Overall		

Organizador gráfico 2: La ciudad y el pueblo

Nombre/s: _____

Compara los dos escenarios – la ciudad (donde viven Amy y Seb)
y el pueblo (donde vive el tío Nick).

	Ciudad	Pueblo
Comida		
Ir de compras		
Transporte		
Mascotas		
En general		

Assessing Reading: Decoding, Comprehension, Fluency

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

Milo y los robots Grade 5

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	A Seb y a Amy se les hizo tarde otra vez. —¡Oh, oh! —dijo Amy—. El monitor estaba escaneando a otro estudiante que iba tarde a clase. —Rápido, vamos a colarnos —susurró Seb. Pero claro que no te le puedes colar a un robot. —¡Deténganse, por favor! —dijo el monitor. Una luz verde surgió de su cara: los había identificado. —Seb y Amy Jones, llegan tarde por tercera vez esta semana. —Pero es que mamá no . . . —comenzó Seb. —Por favor, muéstrenme sus localizadores. Ambos extendieron sus muñecas y los localizadores pitaron. —Ahora vayan directo a clase —dijo el monitor.		
5	La clase ya había empezado. Seb y Amy escanearon sus localizadores, se sentaron frente a sus pantallas y se pusieron los audífonos. Amy volteó a saludar a una amiga. —¡Amy Jones! ¡Pon atención! —dijo una voz en sus audífonos. Amy se sobresaltó cuando el ojo de la cámara sobre su <u>monitor</u> la deslumbró. 150 words		
Total			

Analyzing Reading

Milo y los robots Grade 5

Student name: _____

Date: _____

Comprehension

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

- ☐ Cuando Amy y Seb conocieron a Milo, ¿por qué pensaron que era un robot? (*Literal*)
- ☐ ¿Cómo cambió la impresión de Amy y Seb acerca de la tecnología después de visitar al tío Nick? (*Inferential*)
- ☐ ¿Qué tan precisas piensan que sean las predicciones de la autora acerca de la tecnología? (*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

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

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.

Milo and the Robots Grade 5

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	Seb and Amy were late again. “Oh no,” said Amy. The hall monitor was scanning another student who was late for class. “Quick, let’s just sneak past,” whispered Seb. But of course you can’t sneak past a robot. “Stop, please!” said the hall monitor. A green light flashed on their faces – they had been identified. “Seb and Amy Jones, you are late for the third time this week.” “But our mom didn’t—” began Seb. “Please extend your Tracklets.” They both held out their wrists, and then their Tracklets beeped. “Now continue directly to class,” said the hall monitor.		
6	Class had already started. Seb and Amy scanned their Tracklets and sat down in front of their screens, then put on their headphones. Amy turned to wave to a friend. “Amy Jones! Pay attention!” said a voice in her headphones. Amy jumped as the camera eye above her screen flashed <u>in</u> her eyes. There was no 150 words escaping the class monitor!		
Total			

Analyzing Reading

Milo and the Robots Grade 5

Student name: _____

Date: _____

Comprehension

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

- ☐ When Amy and Seb first met Milo, why did they think it was a robot? (*Literal*)
- ☐ How did Amy and Seb’s view on technology change after their visit to Uncle Nick? (*Inferential*)
- ☐ How accurate do you think the author’s predictions about technology are? (*Critical*) ___/3

Fluency

- ☐ Reads smoothly at an appropriate rate
- ☐ Uses appropriate phrasing
- ☐ Reads expressively
- ☐ Attends to punctuation ___/4

Decoding accuracy

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1	99	<i>Easy</i>
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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	