

Preview–Vista–Review

Developing Biliteracy Stage

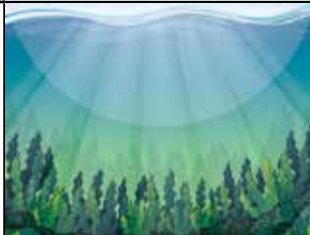
Vocabulary Anchor Chart

Target Language Spanish

Set 2



English		Español
sea otter		
save		
broken flipper		
environment		

English		Español
jet skis		
kelp forest		
ranger		
to ban		

Vista Previa-View-Repaso

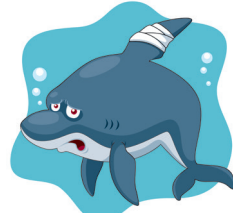
Biliteracidad en desarrollo

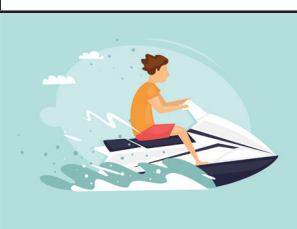
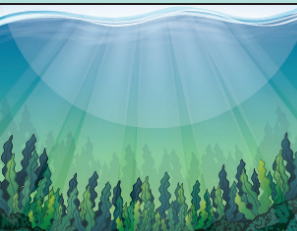
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 2



Español		English
nutria marina		
salvar		
pata quebrada		
medio ambiente /entorno		

Español		English
motos de agua		
bosque de sargazos		
guardabosques		
prohibir		



Vista Previa-View-Repaso

Developing Biliteracy

Set 2

Cosas tales como, por ejemplo, el _____ en el mar son _____ para las _____.

Para proteger el _____ podemos _____.

PVR Developing Biliteracy Set 2 Activar el conocimiento previo Guías de discusión

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If _____, then _____.

PVR Developing Biliteracy Set 2 Before reading discussion prompt

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The _____ and the _____ are similar because both _____.

The _____ and the _____ are different because _____.

PVR Developing Biliteracy Set 2 Academic language Vocabulary discussion prompts

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The contents page is arranged by _____.

The chapters listed are titled _____, _____, _____, and _____.

PVR Developing Biliteracy Set 2 Introduce the book discussion prompts

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Lee wanted _____ from _____ because _____.

PVR Developing Biliteracy Set 2 Talking about the book Literal discussion prompt

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I think that _____, because _____.

PVR Developing Biliteracy Set 2 Talking about the book Inferential discussion prompts

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An example of _____ is when _____.

PVR Developing Biliteracy Set 2 Talking about the book Synthesizing discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 2

To solve the _____ Lee suggested _____.

PVR Developing Biliteracy Set 2 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 2 Language connections discussion prompt

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Es importante _____ porque _____.

Si nadie hace nada, entonces _____.

PVR Developing Biliteracy Set 2 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 2

Things such as _____ in the sea can be _____ to _____.

We can protect the _____ by _____.

PVR Developing Biliteracy Set 2 Activate prior knowledge discussion prompt

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Si _____, entonces _____.

PVR Developing Biliteracy Set 2 Antes de la lectura Guías de discusión

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Los/las _____ y los/las _____ se parecen, porque ambos _____.

Los/las _____ y los/las _____ son diferentes porque _____.

PVR Developing Biliteracy Set 2 Lenguaje académico: Vocabulario Guías de discusión

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El contenido está organizado en _____.

Los títulos de los capítulos son _____, _____, _____ y _____.

PVR Developing Biliteracy Set 2 Presente el libro Guías de discusión

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Laura quería _____ de _____ porque _____.

PVR Developing Biliteracy Set 2 Hablar acerca del libro Literal Guías de discusión

Biliteracy para todos © 2021–2025 EC Licensing Pty Ltd.

Pienso que _____, porque _____.

PVR Developing Biliteracy Set 2 Hablar acerca del libro Inferencia Guías de discusión

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Un ejemplo de _____ es cuando _____.

PVR Developing Biliteracy Set 2 Hablar acerca del libro: Sintetizar Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 2

Para resolver el _____ Laura sugirió que _____.

PVR Developing Biliteracy Set 2 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 2 Conexiones de lenguaje Guías de discusión

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It is important to _____ because _____.

If no one took action, then _____.

PVR Developing Biliteracy Set 2 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.

¡Salvemos a las nutrias marinas! Grade 2

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 error	Comments on decoding errors
4	Laura buscaba nutrias marinas todos los días. Veía barcos de pesca y un montón de motos de agua, pero ninguna nutria marina.		
5	Laura había hecho un proyecto sobre las nutrias marinas en la escuela. No había habido nutrias marinas en la bahía de los Arces durante cien años, y ahora estaban regresando. Laura quería ser la primera en verlas.		
6	Entonces, un día, Laura vio una nutria. Fue en la playa. <i>Algo está mal</i> , pensó Laura. <i>Debería estar en el mar, flotando sobre el bosque de sargazos gigantes.</i> Laura corrió a contárselo a su papá. —¿Estás segura de que se trata de una <u>nutria</u> marina? —le preguntó 100 words su papá.		
Total			

Analyzing Reading

¡Salvemos a las nutrias marinas! Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué Laura quería prohibir las motos de agua en la bahía? (*Literal*)
- ☐ ¿Por qué no todas las personas estuvieron de acuerdo con Laura respecto de prohibir las motos de agua? ¿Por qué algunas personas se enojaron? (*Inferential*)
- ☐ ¿Cómo resuelve el problema Laura? Todos los problemas, ¿se resuelven tan fácilmente? (*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.

Save the Sea Otters! Grade 2

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	Lee looked for sea otters every day. She saw fishing boats and lots of jet skis, but no sea otters.		
5	Lee had done a project on sea otters at school. There hadn't been any sea otters in Maple Bay for 100 years and they were coming back. Lee wanted to be the first to see them.		
6	Then, one day, Lee saw one. It was on the beach. <i>Something is wrong</i> , thought Lee. <i>It should be on the sea, floating on the kelp.</i> Lee ran and told her dad. “Are you sure it’s a sea otter?” said Dad. “Yes,” said <u>Lee</u> . 100 words		
Total			

Analyzing Reading

Save the Sea Otters! Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ Why did Lee want to ban jet skis from the bay?
(*Literal*)
- ☐ Why didn't everyone agree with Lee about banning jet skis? Why did some people get so angry?
(*Inferential*)
- ☐ How did Lee solve the problem? Are all problems this easy to solve? (*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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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	