

Preview–Vista–Review

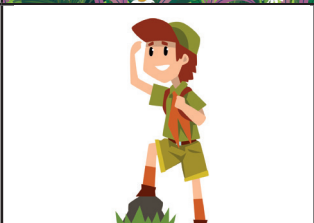
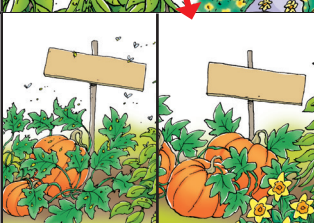
Early Biliteracy

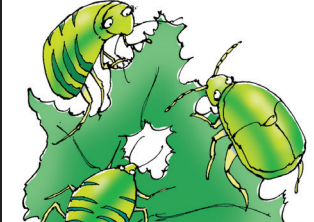
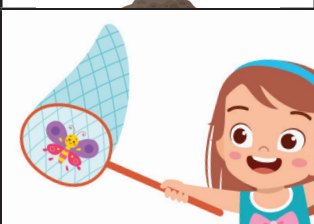
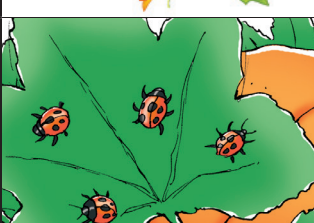
Vocabulary Anchor Chart

Target Language Spanish

Set 14



English		Español
hunt		
around		
shake		
getting rid		
insect spray		

English		Español
munching and crunching		
bean plant		
catch		
pumpkin leaf		
ladybugs		

Vista Previa-View-Repaso

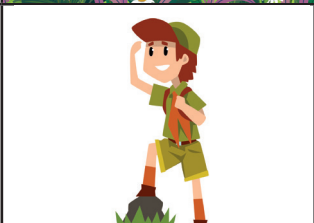
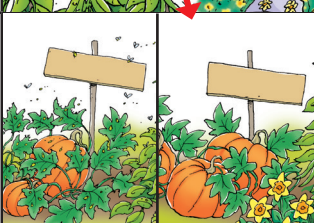
Biliteracidad temprana

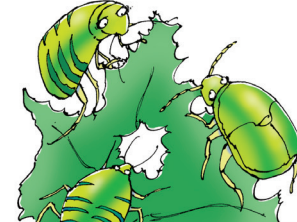
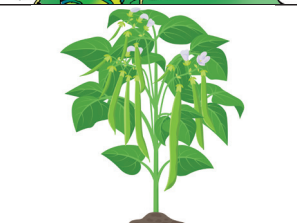
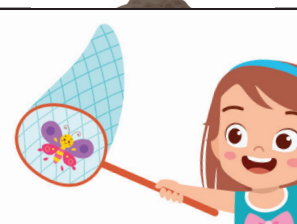
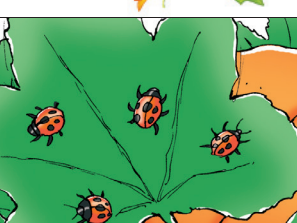
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 14



Español		English
caza		
alrededor		
sacude		
deshacerse		
insecticida		

Español		English
mastican y trituran		
planta de frijoles		
atrapar		
hoja de calabaza		
mariquitas		



Vista Previa-View-Repaso

Early Biliteracy

Set 14

Primero, ponemos la _____ alrededor de _____ y luego sacudimos _____. Después, retiramos la _____ de la _____ y volcamos los _____ sobre la hoja _____. Finalmente, miramos los _____ y luego, dejamos que se _____.

Primero, arrastramos la _____ a través del _____. Luego, sacudimos los _____ fuera de la _____ para que caigan dentro de la _____. Finalmente, miramos los _____ y luego, dejamos que se _____.

PVR Early Biliteracy Set 14 Activar el conocimiento previo Guías de discusión

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I think that _____ because _____.

PVR Early Biliteracy Set 14 Before reading discussion prompt

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The letter(s) _____ in the word _____ is/are missing.

PVR Early Biliteracy Set 14 Academic vocabulary Word study discussion prompts

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Page 2 starts with _____ marks.

_____ marks indicate that there is _____ between two or more _____.

PVR Early Biliteracy Set 14 Introduce the book discussion prompts

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_____ and _____ wanted to get rid of the _____ because _____.

PVR Early Biliteracy Set 14 Talking about the book Literal discussion prompt

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Vista Previa-View-Repaso

EarlyBiliteracy

Set 14

_____ and _____ did not use _____ to get rid of the _____ because _____.

PVR Early Biliteracy Set 14 Talking about the book Inferential discussion prompts

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Planting _____ and getting _____ was a good idea because _____.

PVR Early Biliteracy Set 14 Talking about the book Synthesizing discussion prompt

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I think that _____ because _____.

PVR Early Biliteracy Set 14 Talking about the book Critical discussion prompt

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

PVR Early Biliteracy Set 14 Language connections discussion prompt

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Aprendí que _____.

PVR Early Biliteracy Set 14 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 14

First, we put the _____ around the _____ and then we shake _____ . Then, we take the _____ from the _____ and pour the _____ on the _____ sheet of paper. Finally, we observe the _____ and then, we let them _____ .

First, we drag the _____ through the _____ . Then, we shake the _____ out of the _____ for them to fall in the _____ .

Finally, we look at the _____ and then, we let them _____ .

PVR Early Biliteracy Set 14 Activate prior knowledge discussion prompt

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Pienso que _____ porque _____ .

PVR Early Biliteracy Set 14 Antes de la lectura Guías de discussion

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

En la palabra _____ falta la sílaba _____ .

PVR Early Biliteracy Set 14 Lenguaje académico Estudio de la palabra Guías de discussion

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Pienso que los personajes principales en esta _____ son _____ , _____ , _____ y _____ .

Pienso que el narrador de esta _____ es _____ porque _____ .

PVR Early Biliteracy Set 14 Presente el libro Guías de discussion

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_____ y _____ querían deshacerse de los _____ porque _____ .

PVR Early Biliteracy Set 14 Hablar acerca del libro Literal Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 14

_____ y _____ no usaron _____ para deshacerse de los
_____ porque _____.

PVR Early Biliteracy Set 14 Hablar acerca del libro Inferencia Guías de discussion

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Plantar _____ y conseguir _____ es una buena idea porque
_____.

PVR Early Biliteracy Set 14 Hablar acerca del libro Sintetizar Guías de discussion

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Pienso que _____ porque _____.

PVR Early Biliteracy Set 14 Hablar acerca del libro Critico marcos de discussion

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En inglés se dice _____, pero en español se dice _____.

PVR Early Biliteracy Set 14 Conexiones de lenguaje Guías de discussion

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I learned that _____.

PVR Early Biliteracy Set 14 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.

Caza de insectos Grade 1

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
2	Los insectos viven a nuestro alrededor. Puedes encontrar insectos que viven en plantas. Puedes encontrar insectos que viven en estanques.		
4	Para encontrar insectos que viven en las plantas, necesitarás una bolsa de plástico y una hoja de papel.		
5	Pon la bolsa de plástico alrededor de la rama de un árbol. Sacude la rama.		
6	Retira la bolsa de la rama. Vuelca los insectos sobre la hoja de papel.		
7	Mira los insectos. No toques los insectos. Algunos insectos pueden picar. Deja que los insectos se vayan.		
8	Estos son algunos de los insectos que pueden vivir en plantas. Obtienen alimento de las plantas. 100 words		
Total			

Analyzing Reading

Caza de insectos Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Cómo se cazan los insectos que viven en los árboles? (*Literal*)
- ☐ ¿Por qué hay que volver a poner los insectos en su espacio una vez que los hayan mirado? (*Inferential*)
- ☐ ¿Qué cosas han aprendido de este libro? ¿Qué otras cosas les gustaría saber acerca de atrapar insectos? (*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.

Insect Hunt Grade 1

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
2	Insects live all around us. You can find insects that live on plants. You can find insects that live in ponds.		
4	To find insects that live on plants, you will need a big plastic bag and a sheet of paper.		
5	Put the plastic bag around a branch on a tree. Shake the branch.		
6	Take the bag off the branch. Tip the insects onto the sheet of paper.		
7	Look at the insects. Do not pick up the insects. Some insects can bite. Let the insects go.		
8	These are some of the insects that can live on plants. They get food from the plants.		
Total			

Analyzing Reading

Insect Hunt Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ How do you catch insects that live in trees?
(*Literal*)
- ☐ Why do you need to put the insects back once you have looked at them? (*Inferential*)
- ☐ What things did you learn from this book? What other things about catching insects would you like to know?
(*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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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	