

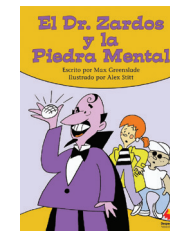
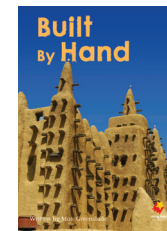
Preview–Vista–Review

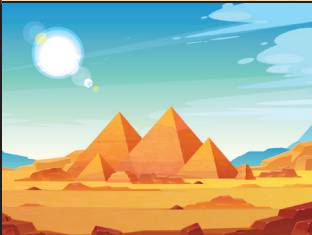
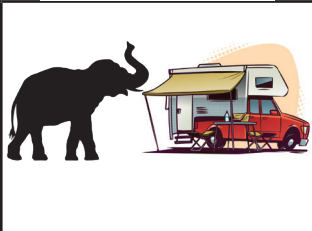
Developing Biliteracy

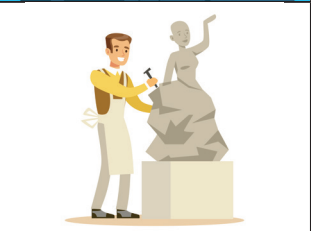
Vocabulary Anchor Chart

Target Language Spanish

Set 11



English		Español
built		
pyramid		
mud-brick building		
as tall as		
as big as		

English		Español
stacking		
hidden		
climbed		
top		
carving / sculpture		

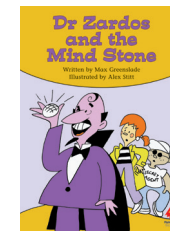
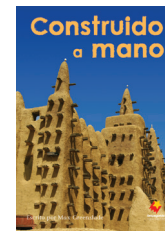
Vista Previa-View-Repaso

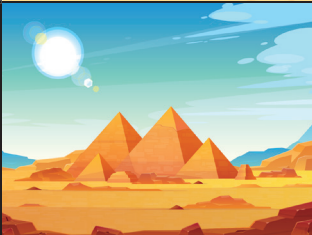
Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 11



Español		English
construido		
pirámide		
edificio de adobe		
tan alto como		
tan grande como		

Español		English
apilando		
ocultas		
escalaron		
cima		
escultura		



Vista Previa-View-Repaso

Developing Biliteracy

Set 11

Este capítulo habla de la/el _____.

La/el _____ es la/el _____ más grande del mundo.

PVR Developing Biliteracy Set 11 Activar el conocimiento previo Guías de discusión

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

What I know about _____ is that _____.

PVR Developing Biliteracy Set 11 Before reading discussion prompts

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I think that an _____ is a person that _____, but a _____ is a person that _____.

I think that _____ is the place where _____.

PVR Developing Biliteracy Set 11 Academic language Vocabulary discussion prompts

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

The chapter headings tell me _____.

Based on the illustration/s on page _____ I think that _____ is _____ because _____.

PVR Developing Biliteracy Set 11 Introduce the book discussion prompts

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_____ wanted to _____.

Agents _____ went on a _____ to stop _____.

Agents _____ stopped him by _____.

PVR Developing Biliteracy Set 11 Talking about the book Literal discussion prompt

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

_____ wanted the _____ to _____.

I think this would be a bad thing for the world because _____.

PVR Developing Biliteracy Set 11 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 11

Factual parts of the story are _____, _____, and also _____.

PVR Developing Biliteracy Set 11 Talking about the book Synthesizing discussion prompt

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I expected _____ to _____, because _____.

I did not expect _____ to _____, because _____.

PVR Developing Biliteracy Set 11 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 11 Language connections discussion prompt

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Yo opino que _____ es _____ porque _____. Me gustaría ver _____.

PVR Developing Biliteracy Set 11 Repaso Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 11

This chapter is about _____.

The _____ is the _____ in the world.

PVR Developing Biliteracy Set 11 Activate prior knowledge discussion prompt

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Lo que sé acerca de _____ es que _____.

PVR Developing Biliteracy Set 11 Antes de la lectura Guías de discusión

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Pienso que un/a _____ es una persona que _____, pero un/a _____ es una persona que _____.

Pienso que _____ es un lugar donde _____.

PVR Developing Biliteracy Set 11 Lenguaje académico: Vocabulario Guías de discusión

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

Los títulos de los capítulos me dicen que _____.

Al ver las ilustraciones de la página _____ pienso que _____ es _____ porque _____.

PVR Developing Biliteracy Set 11 Presente el libro Guías de discusión

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

_____ quería _____.

Los agentes _____ fueron a un _____ para detener _____.

Los agentes _____ lo detuvieron _____.

PVR Developing Biliteracy Set 11 Hablar acerca del libro Literal Guías de discusión

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

_____ quería la _____ para _____.

Pienso que esto habría sido malo para el mundo porque _____.

PVR Developing Biliteracy Set 11 Hablar acerca del libro Inferencia Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 11

Las partes reales de la historia son _____, _____ y también _____.

PVR Developing Biliteracy Set 11 Hablar acerca del libro: Sintetizar Guías de discusión

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

Esperaba _____ que _____, porque _____.

No esperaba _____ que _____, porque _____.

PVR Developing Biliteracy Set 11 Hablar acerca del libro: Crítico marcos de discusión

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

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

PVR Developing Biliteracy Set 11 Conexiones de lenguaje Guías de discusión

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I think that the _____ is _____ because _____.

I would like to see _____.

PVR Developing Biliteracy Set 11 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.

El Dr. Zardos y la Piedra Mental 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	Los agentes secretos Roxby y Crispo habían sido llamados a una reunión con el inspector Morris. —Necesitamos su ayuda —dijo el inspector—. El malvado Dr. Zardos ha encontrado la Piedra Mental que hace mucho tiempo se encontraba perdida.		
5	—¿Se trata de la Piedra Mental que tiene el poder de controlar la mente de todas las personas de la Tierra? —preguntó Roxby.		
6	—Así es —dijo el inspector Morris—. Pero solo se puede utilizar una vez: a la medianoche dentro de tres días. Entonces el Dr. Zardos podrá usar la Piedra Mental para hacer que todos se conviertan en <u>sus</u> esclavos. 100 words		
Total			

Analyzing Reading

El Dr. Zardos y la Piedra Mental Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué quería hacer el malvado Dr. Zardos con la Piedra Mental? ¿Qué hicieron los agentes Crispo y Roxby para detener al Dr. Zardos? ¿Cómo lo detuvieron? (*Literal*)
- ☐ ¿Por qué el Dr. Zardos quería la Piedra Mental? ¿Por qué eso habría sido algo malo para el mundo? (*Inferential*)
- ☐ ¿Pensaban que los agentes secretos podían detener al malvado doctor? ¿Por qué? (*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.

Dr. Zardos and the Mind Stone 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	Secret agents Roxby and Crispo had been called to a meeting with Inspector Morris. “We need your help,” said the inspector. “The evil Dr. Zardos has found the long-lost Mind Stone.”		
5	“Doesn’t the Mind Stone have the power to control the minds of everyone on Earth?” asked Roxby.		
6	“It does,” said Inspector Morris. “But it can only be made to work one time – at midnight in three days. Then Dr. Zardos can use the Mind Stone to make everyone his slaves.” “He must be stopped,” said Crispo. “But how?” asked Roxby.		
7	“You <u>need</u> three things,” 100 words said Inspector Morris.		
Total			

Analyzing Reading

Dr. Zardos and the Mind Stone Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ What did the evil Dr. Zardos want to do with the Mind Stone? What did agents Crispo and Roxby do to stop Dr. Zardos? How did they stop him? (*Literal*)
- ☐ Why did Dr. Zardos want the Mind Stone? Why would this have been a bad thing for the world? (*Inferential*)
- ☐ Did you expect the secret agents to stop the evil doctor? Why? (*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	
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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	