

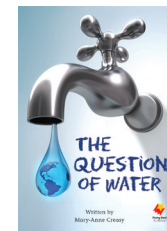
Preview–Vista–Review

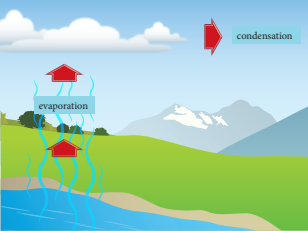
Developing Biliteracy

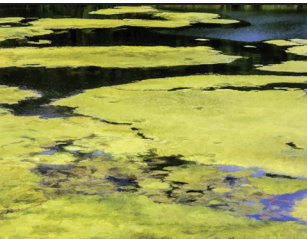
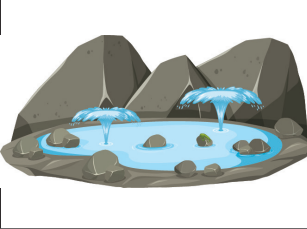
Vocabulary Anchor Chart

Target Language Spanish

Set 15



English		Español
scorching		
condensation		
precipitation		
waste water		
water dam		

English		Español
sewage treatment plant		
green scum		
drought		
polluted		
spring		

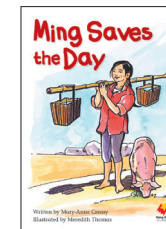
Vista Previa-View-Repaso

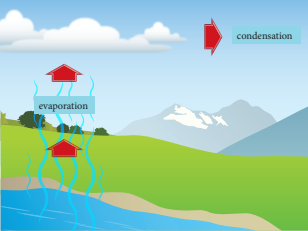
Biliteracidad en desarrollo

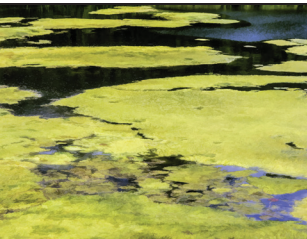
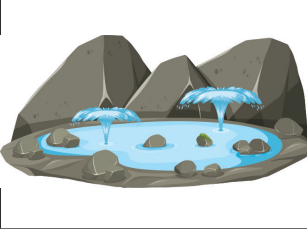
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 15



Español		English
abrasada		
condensación		
precipitación		
agua residual		
presa de agua		

Español		English
planta de tratamiento de aguas residuales		
residuos verdesos		
sequía		
contaminó		
manantial		



Vista Previa-View-Repaso

Developing Biliteracy

Set 15

Este capítulo explica _____.

Un detalle importante en este capítulo es _____.

PVR Developing Biliteracy Set 15 Activar el conocimiento previo Guías de discusión

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

I get _____ from the _____.

Other ways _____ are _____ and _____.

PVR Developing Biliteracy Set 15 Before reading discussion prompts

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

A water dam is a _____.

A water spring is a _____.

PVR Developing Biliteracy Set 15 Academic language Vocabulary discussion prompts

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

The illustrations show _____ and _____.

Additionally, the illustrations show _____.

PVR Developing Biliteracy Set 15 Introduce the book discussion prompts

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

The _____ were getting _____ because _____.

To _____ Ming looked for _____ and _____.

PVR Developing Biliteracy Set 15 Talking about the book Literal discussion prompt

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

I think that _____ Ming is _____ because _____.

I think that _____ were not positive because _____.

PVR Developing Biliteracy Set 15 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 15

Ming's family is similar to _____ because _____.

Ming's family is different from _____ because _____.

PVR Developing Biliteracy Set 15 Talking about the book Synthesizing discussion prompt

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I think that _____ could really happen because _____.

I don't think that _____ could really happen because _____.

I learned that _____.

PVR Developing Biliteracy Set 15 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 15 Language connections discussion prompt

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Aprendí que _____.

Yo le diría que _____ porque _____.

PVR Developing Biliteracy Set 15 Repaso Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 15

This chapter explains _____.

One important detail in this chapter is _____.

PVR Developing Biliteracy Set 15 Activate prior knowledge discussion prompt

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Obtengo _____ de _____.

Otras fuentes _____ son _____ y _____.

PVR Developing Biliteracy Set 15 Antes de la lectura Guías de discusión

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

Una presa de agua es _____.

Un manantial de agua es _____.

PVR Developing Biliteracy Set 15 Lenguaje académico: Vocabulario Guías de discusión

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

Las ilustraciones muestran _____ y _____.

Además, las ilustraciones muestran _____.

PVR Developing Biliteracy Set 15 Presente el libro Guías de discusión

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

La _____ se estaba _____ porque _____.

Para _____ Ming buscó _____ y _____.

PVR Developing Biliteracy Set 15 Hablar acerca del libro Literal Guías de discusión

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

Pienso que _____ Ming es _____ porque _____.

Pienso que _____ no eran positivas porque _____.

PVR Developing Biliteracy Set 15 Hablar acerca del libro Inferencia Guías de discusión

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



Vista Previa-View-Repaso

Developing Biliteracy

Set 15

La familia de Ming se parece a _____ porque _____.

La familia de Ming es diferente a _____ porque _____.

PVR Developing Biliteracy Set 15 Hablar acerca del libro: Sintetizar Guías de discusión

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

Pienso que _____ podría ocurrir en realidad, porque _____.

Pienso que _____ no podría ocurrir en realidad porque _____.

Aprendí que _____.

PVR Developing Biliteracy Set 15 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 15 Conexiones de lenguaje Guías de discusión

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I learned that _____.

I would say that _____ because _____.

PVR Developing Biliteracy Set 15 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.

Ming salva al pueblo Grade 3

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	—Ming, ¿te acuerdas de cuando solía llover? —preguntó la madre de Ming, pensativa, mientras preparaba el desayuno. Ambas miraron por la ventana, hacia la tierra reseca, abrasada por el sol. Era temprano, pero ya hacía tanto calor que a Ming la ropa se le pegaba al cuerpo. —¡Por supuesto que sí, mamá! —respondió Ming alegremente—. Y apuesto a que lloverá de nuevo pronto. —Espero que tengas razón — suspiró la madre de Ming—. Nunca antes hemos tenido una sequía tan larga.		
5	En el pueblo donde vivía Ming, no había llovido durante mucho, mucho tiempo. El sol caía a plomo, caliente y con fuerza, durante todo el día. 100 word		
Total			

Analyzing Reading

Ming salva al pueblo Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué las personas en el pueblo de Ming se enferman? ¿Qué hizo Ming para ayudar a solucionar el problema? (*Literal*)
- ☐ ¿Qué tipo de personalidad tenía Ming? En la historia, ¿por qué los adultos no compartían la actitud positiva de Ming? (*Inferential*)
- ☐ ¿Creen que lo que sucedió en esta historia podría suceder en la realidad? ¿Por qué? ¿Por qué no? ¿Qué aprendieron al leer este libro? (*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.

Ming Saves the Day Grade 3

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	“Ming, do you remember when it used to rain?” asked Ming’s mother thoughtfully, as she made breakfast. They both looked out the window at the scorched, dry land. It was early, but already so hot that Ming’s clothes stuck to her. “Of course I do, Mom!” said Ming cheerfully. “And I bet it will rain again soon.” Ming’s mother just shook her head and sighed. “I hope you’re right,” she said. “We’ve never had a drought last for this long before.”		
5	In the village where Ming lived, it hadn’t rained for a long, long time. The sun beat down, <u>hot</u> and hard, all day long. 100 word		
Total			

Analyzing Reading

Ming Saves the Day Grade 3

Student name: _____

Date: _____

Comprehension

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

- ☐ Why were the people in Ming's village getting sick? What did Ming do to help fix the problem? (*Literal*)
- ☐ What sort of personality did Ming have? Why didn't the adults in the story share Ming's positive attitude? (*Inferential*)
- ☐ Do you think what happened in this story could really happen? Why/Why not? What did you learn by reading this book? (*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>
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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	