

Preview–Vista–Review

Early Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 2



English		Español
drink		
dig		
jump		
eat		

English		Español
swim		
sleep		
run		
this		

Vista Previa-View-Repaso

Biliteracidad temprana

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 2



Español		English
beber		
cavar		
saltar		
comer		

Español		English
nadar		
dormir		
correr		
este		



Vista Previa-View-Repaso

Early Biliteracy

Set 2

El niño puede _____.

Yo puedo _____.

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

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Dogs can _____.

Yes, _____ can _____ like me.

No, _____ cannot _____ like me.

PVR Early Biliteracy Set 2 Level Before reading discussion prompt

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What letter is missing?

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

PVR Early Biliteracy Set 2 Academic vocabulary Word study discussion prompts

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This _____ can _____.

PVR Early Biliteracy Set 2 Introduce the book discussion prompts

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The _____ in the book can _____ and _____.

PVR Early Biliteracy Set Talking about the book Literal discussion prompt

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All _____ can _____ because they are _____.

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

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The _____ are alike because they all _____.

PVR Early Biliteracy Set 2 Level Talking about the book Synthesizing discussion prompt

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Vista Previa-View-Repaso

Early Biliteracy

Set 2

The author thinks that _____.

I agree/disagree with the author because _____.

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

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

PVR Early Biliteracy Set 2 Level A (1) Language connections discussion prompt

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Aprendí que _____.

Los _____ y los _____ se parecen en que ambos son _____,
pero son diferentes porque _____.

PVR Early Biliteracy Set 2 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 2

The boy can _____.

I can _____.

PVR Early Biliteracy Set 2 Activate prior knowledge discussion prompt

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Los perros pueden _____.

Si, _____ pueden _____ como yo.

No, _____ no pueden _____ como yo.

PVR Early Biliteracy Set 2 Antes de la lectura Guías de discussion

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¿Qué letras faltan?

Faltan las letras _____ en la palabra _____.

PVR Early Biliteracy Set 2 Lenguaje académico: Estudio de la palabra Guías de discussion

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Este _____ puede _____.

PVR Early Biliteracy Set 2 Presente el libro Guías de discussion

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Los _____ en este libro pueden _____ y _____.

PVR Early Biliteracy Set 2 Hablar acerca del libro Literal Guías de discussion

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Todos _____ pueden _____ porque son _____.

PVR Early Biliteracy Set 2 Hablar acerca del libro Inferencia Guías de discussion

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Los _____ son similares porque todos _____.

PVR Early Biliteracy Set 2 Level Hablar acerca del libro: Sintetizar Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 2

La autora piensa que _____. Estoy de acuerdo/en desacuerdo con la autora porque _____.

PVR Early Biliteracy Set 2 Hablar acerca del libro: Crítico marcos de discussion

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

PVR Early Biliteracy Set 2 Conexiones de lenguaje Guías de discussion

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I learned that _____.
_____ and _____ are similar because both are _____, but they are different because _____.

PVR Early 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.

Perros Grade K

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	Este perro puede correr.		
4	Este perro puede saltar.		
6	Este perro puede nadar.		
8	Este perro puede cavar.		
10	Este perro puede comer.		
12	Este perro puede beber.		
14	Este perro puede dormir. 28 words		
Total		___/28	

Analyzing Reading

Perros Grade K

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué pueden hacer los perros del libro? (*Literal*)
- ☐ ¿Por qué todos los perros pueden hacer las cosas del libro? (*Inferential*)
- ☐ ¿Qué crees que piensa la autora acerca de los perros? ¿Estás de acuerdo con ella? (*Critical*) ___/3

Fluency

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

Decoding accuracy

Decoding errors	%	Difficulty
1	96	<i>Easy</i>
2	92	<i>Instructional</i>
3 +	89 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	

Assessing Reading: Decoding, Comprehension, Fluency

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Dogs Grade K

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	This dog can run.		
4	This dog can jump.		
6	This dog can swim.		
8	This dog can dig.		
10	This dog can eat.		
12	This dog can drink.		
14	This dog can <u>sleep.</u> 28 words		
Total		___ /28	

Analyzing Reading

Dogs Grade K

Student name: _____

Date: _____

Comprehension

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

- ☐ What can the dogs in the book do? (*Literal*)
- ☐ Why can all dogs do the things in the book? (*Inferential*)
- ☐ What do you think the author thinks about dogs? Do you agree with her? (*Critical*) ___/3

Fluency

- ☐ Reads smoothly at an appropriate rate
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Decoding	
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Content vocabulary	