

Preview–Vista–Review

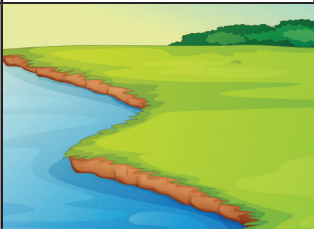
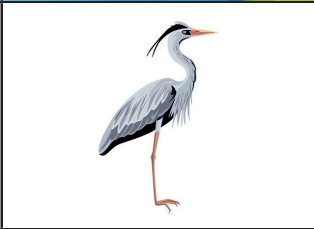
Early Biliteracy

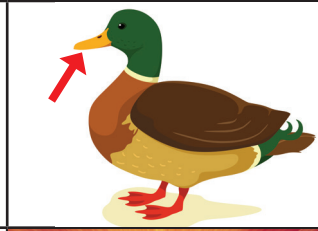
Vocabulary Anchor Chart

Target Language Spanish

Set 13



English		Español
edge of a lake		
crane		
food		
games		
dance		

English		Español
friends		
far away		
beak		
the sun went down		
showed		

Vista Previa-View-Repaso

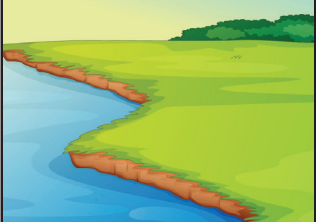
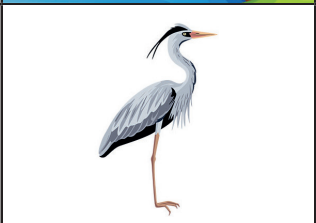
Biliteracidad temprana

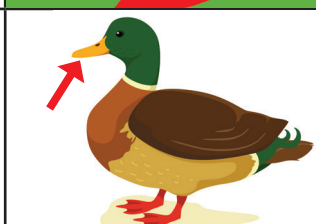
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 13



Español		English
orilla de un lago		
grulla		
comida		
juegos		
bailar		

Español		English
amigas		
lejano		
pico		
el sol se puso		
enseñó		



Vista Previa-View-Repaso

Early Biliteracy

Set 13

_____ y _____ se conocieron _____. Se hicieron amigas(os) _____.

PVR Early Biliteracy Set 13 Activar el conocimiento previo Guías de discussion

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I am good at _____. My friend is good at _____. I think that having different _____ and _____ is _____ because _____.

PVR Early Biliteracy Set 13 Before reading discussion prompt

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The -ed suffix at the end of the word _____ sounds like _____ because _____.

PVR Early Biliteracy Set 13 Academic vocabulary Word study discussion prompts Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

The blue _____ has a different _____ than the white _____.
The white cranes might say _____.

PPVR Early Biliteracy Set 13 Introduce the book discussion prompts

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The white _____ did not want to be _____ with the blue _____ because _____.

PVR Early Biliteracy Set 13 Talking about the book Literal discussion prompt

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The white _____ changed their mind because _____.

PVR Early Biliteracy Set 13 Talking about the book Inferential discussion prompts Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.



Vista Previa-View-Repaso

Early Biliteracy

Set 13

I think that I was in a similar situation when _____.

PVR Early Biliteracy Set 13 Talking about the book Synthesizing discussion prompt Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.

I think that _____ because _____.

PVR Early Biliteracy Set 13 Talking about the book Critical discussion prompt

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

PVR Early Biliteracy Set 13 Language connections discussion prompt

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Aprendí/Aprendimos que _____.

PVR Early Biliteracy Set 13 Repaso Guías de discussion

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Preview-Vista-Review

Early Biliteracy

Set 13

_____ and _____ met _____. They became friends _____.

PVR Early Biliteracy Set 13 Activate prior knowledge discussion prompt

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Soy bueno en _____. Mi amigo/a es bueno/a en _____.
Pienso que el tener diferentes _____ y _____ es _____
porque _____.

PVR Early Biliteracy Set 13 Antes de la lectura Guías de discussion

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Las letras /ll/ son un _____ y se pronuncian como un solo _____.

PVR Early Biliteracy Set 13 Lenguaje académico Estudio de la palabra Guías de discussion

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La _____ azul tiene un _____ diferente al de las _____ blancas.
Las _____ blancas podrían decir _____.

PVR Early Biliteracy Set 13 Presente el libro Guías de discussion

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

Las _____ blancas no querían hacerse _____ de la _____
azul porque _____.

PVR Early Biliteracy Set 13 Hablar acerca del libro Literal Guías de discussion

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Las _____ blancas cambiaron de opinion porque _____.

PVR Early Biliteracy Set 13 Hablar acerca del libro Inferencia Guías de discussion Biliteracy para todos © 2021-2025 EC Licensing Pty Ltd.



Preview-Vista-Review

Early Biliteracy

Set 13

Pienso que estuve en una situación similar cuando _____.

PVR Early Biliteracy Set 13 Hablar acerca del libro Sintetizar Guías de discussion

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Pienso que _____ porque _____.

PVR Early Biliteracy Set 13 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 13 Conexiones de lenguaje Guías de discussion

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

I/We learned that _____.

PVR Early Biliteracy Set 13) 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.

La grulla azul 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	En la orilla de un lago vivían unas grullas blancas. Todas se parecían entre sí. A todas les gustaba la misma comida. A todas les gustaban los mismos juegos. Y a todas les gustaba bailar. Eran las mejores amigas.		
4	Un día, una grulla azul llegó al lago. Vino de un lago lejano. –¿Puedo ser su amiga? –preguntó la grulla azul. –No –dijeron las grullas blancas–. No te pareces a nosotras. Tú eres azul y nosotras somos blancas. No puedes ser nuestra amiga. La grulla azul se sintió triste.		
6	Al día siguiente, la grulla azul vio a las grullas blancas comiendo en el lago. 100 words		
Total			

Analyzing Reading

La grulla azul Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué las grullas blancas no querían hacerse amigas de la grulla azul? (*Literal*)
- ☐ ¿Por qué las grullas blancas cambiaron de opinión acerca de hacerse amigas de la grulla azul? (*Inferential*)
- ☐ ¿Es justo que las grullas blancas no quisieran hacerse amigas de la grulla azul porque era diferente? Expliquen. (*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.

The Blue Crane 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	At the edge of a lake lived some white cranes. They all looked like each other. They all liked the same food. They all liked the same games. And they all liked to dance. They were the best of friends.		
4	One day a blue crane came to the lake. She came from a lake far away. “Can I be your friend?” said the blue crane. “No,” said the white cranes. “You do not look like us. You are blue and we are white. You can’t be our friend.” The blue crane felt sad.		
6	The next day the blue crane <u>saw</u> 100 words the white cranes eating at the lake.		
Total			

Analyzing Reading

The Blue Crane Grade 1

Student name: _____

Date: _____

Comprehension

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

- ☐ Why didn't the white cranes want to be friends with the blue crane? (*Literal*)
- ☐ Why did the white cranes change their minds about being friends with the blue crane? (*Inferential*)
- ☐ Is it fair that the white cranes did not want to be friends with the blue crane because she was different? Explain.
(*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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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	