

Preview–Vista–Review

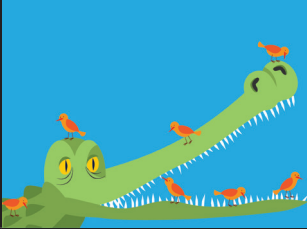
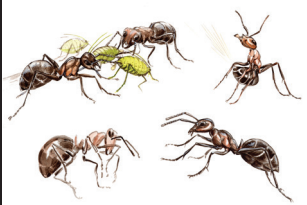
Advanced Biliteracy

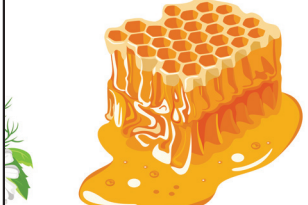
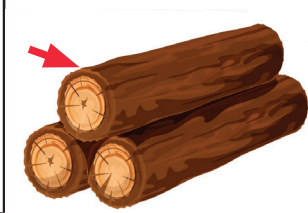
Vocabulary Anchor Chart

Target Language Spanish

Set 8



English		Español
animal partnership		
mutualistic relationship		
honey hunters		
hunter-gathered society		
honeyguide bird		

English		Español
beehive		
honeycomb		
journalist		
bark		
sap		

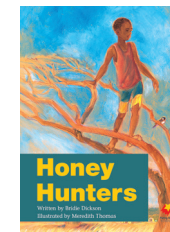
Vista previa-View-Repaso

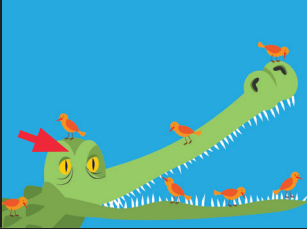
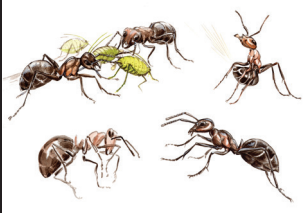
Biliteracidad avanzada

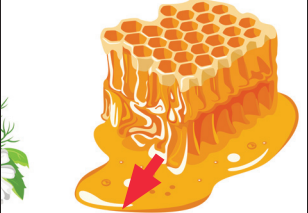
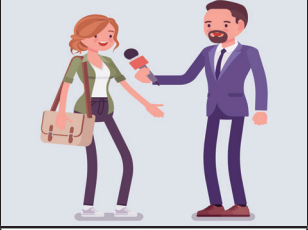
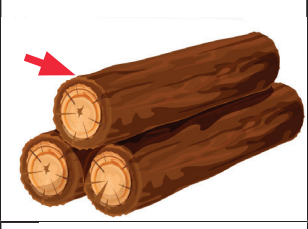
Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 8



Español		English
alianza entre animales		
relación mutualista		
recolectores de miel		
comunidad cazadora-recolectora		
pájaro indicador		

Español		English
colmena		
panal de miel		
periodista		
corteza		
savia		



Vista Previa-View-Repaso

Advanced Biliteracy

Set 8

En la _____ entre _____ y _____ ambos _____ porque
ambos se _____.

PVR Advanced Biliteracy Set 8 Activar el conocimiento previo Guías de discusión

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Some setting words in the _____ are _____ and _____.

PVR Advanced Biliteracy Set 8 Before reading discussion prompt

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I am thinking that _____ is feeling _____ because _____.

PVR Advanced Biliteracy Set 8 During reading discussion prompt

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It was _____ for _____ and _____ to _____ because _____.

PVR Advanced Biliteracy Set 8 Talking about the book Inferential discussion prompt

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I can relate to _____ in that we both _____.

PVR Advanced Biliteracy Set 8 Talking about the book Synthesizing discussion prompt

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I do/ do not _____ because _____.

PVR Advanced Biliteracy Set 8 Talking about the book Critical discussion prompt

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Vista Previa-View-Repaso

Advanced Biliteracy

Set 8

Agree/Disagree: I agree/disagree with _____ because _____.

Clarify: What do you mean by _____?

Describe: Words in the story that suggest positive feelings include _____, _____, and _____.

Predict: I predict that _____ because _____.

Summarize: The author is really saying _____.

To sum it up, _____.

PVR Advanced Biliteracy Set 8 Listening and speaking discussion prompt

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El pueblo _____ y el pájaro _____ tienen una relación _____ porque ambos _____.

PVR Advanced Biliteracy Set 8 Repaso Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 8

In the _____ between _____ and _____ both _____ because both _____.

PVR Advanced Biliteracy Set 8 Activate prior knowledge discussion prompt

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Algunas palabras sobre el escenario en el _____ son _____ y _____.

PVR Advanced Biliteracy Set 8 Antes de la lectura Guías de discusión

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Pienso que _____ se sentía _____ porque _____.

PVR Advanced Biliteracy Set 8 Durante la lectura Guías de discusión

Biliteracy para todos © 2022–2025 EC Licensing Pty Ltd.

Fue _____ para _____ y _____ porque _____.

PVR Advanced Biliteracy Set 8 Hablar acerca del libro Inferencia Guías de discusión

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Me puedo identificar con _____ en que ambos _____.

PVR Advanced Biliteracy Set 8 Hablar acerca del libro: Sintetizar Guías de discusión

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A mí (no) _____ porque _____.

PVR Advanced Biliteracy Set 8 Hablar acerca del libro: Crítico Guías de discusión

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Preview-Vista-Review

Advanced Biliteracy

Set 8

De acuerdo/en desacuerdo: Estoy de acuerdo/en desacuerdo con _____ porque _____.

Clarificar: ¿Qué quieres decir con _____?

Me pregunto, ¿ _____?

Describir: Las palabras en esta historia que sugieren sentimientos positivos incluyen _____, _____ y _____.

Predicción: Yo predigo que _____ porque _____.

Resumir: En realidad la autora está diciendo que _____.

En resumen, primero _____.

PVR Advanced Biliteracy Set 8 Escuchar y hablar Guías de discusión

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The _____ village and the _____ bird have a _____ relationship because both _____.

PVR Advanced Biliteracy Set 8 Review discussion prompt

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Graphic Organizer: Focus on emotions

Name/s: _____

Character	Significant emotion	What words and phrases did the author use?	How did this help you to understand the character?
Koyobe			
Jemma			

Organizador gráfico: Concentrados en las emociones

Nombre/s: _____

Personaje	Emoción importante	¿Qué palabras y frases usó la autora?	¿Cómo ayudó esto a entender al personaje?
Koyobe			
Jemma			

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Alianzas entre animales Grade 5

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	Algunos animales viven toda su vida o parte de ella en estrecho contacto con un animal de otra especie. Esta relación constante entre distintos animales se llama relación simbiótica. ¿Por qué hacen esto los animales? ¿Por qué pasan toda su vida con otro tipo de animal? La mayoría de los animales lo hacen porque consiguen algo de la relación. Pueden conseguir alimento de forma sencilla, protección, refugio o ayuda para acicalarse.		
5	Hay diferentes tipos de alianzas entre animales. En algunas, ambos animales se benefician. En otras, uno se beneficia y el otro no se ve afectado, ni para bien ni para mal. Pero, a veces, uno se beneficia mientras que el otro sale perjudicado. Esto es bueno para uno, pero malo para el otro. ¡El mundo está lleno de extrañas y maravillosas alianzas entre animales!		
6	A veces, los dos animales aliados se benefician de vivir juntos. Este tipo de <u>relación</u> se llama relación mutualista. 150 words		
Total			

Analyzing Reading

Alianzas entre animales Grade 5

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué es una relación simbiótica? (*Literal*)
- ☐ ¿En qué son similares todas las relaciones simbióticas? ¿En qué formas pueden ser diferentes? (*Inferential*)
- ☐ ¿Qué cosas creen que haya considerado la autora cuando escogió los ejemplos de las relaciones animales que incluyó en 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 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

This assessment is designed to be used with texts that students have studied in class.

Animal Partnerships Grade 5

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	Some animals live most or all their lives in close contact with an animal from another species. This ongoing relationship between different types of animals is called a symbiotic relationship. Why would animals do this? Why would they spend their whole life with another type of animal? Most animals do it because they get something out of the relationship. They might get an easy meal, protection, shelter, or help with grooming.		
5	There are different types of animal partnerships. In some partnerships, both animals benefit. In others, one animal benefits, and the other isn't affected in either a good or bad way. But sometimes, one animal benefits while the other is harmed. This is good for the one, but bad for the other. The world is full of weird and wonderful animal partnerships!		
6	Sometimes, both animals in a partnership benefit by living together. This type of relationship is called a <u>mutualistic</u> relationship. 150 words		
Total			

Analyzing Reading

Animal Partnerships Grade 5

Student name: _____

Date: _____

Comprehension

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

- ☐ What is a symbiotic relationship? (*Literal*)
- ☐ How are all symbiotic relationships similar? In what ways can they be different? (*Inferential*)
- ☐ What things might the author have considered when choosing the examples of animal relationships to include in 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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13	91	
14	91	
15 +	90 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	