

Preview–Vista–Review

Developing Biliteracy

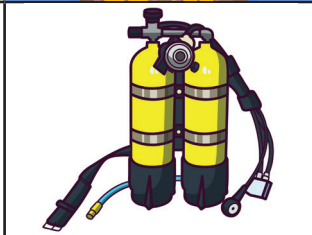
Vocabulary Anchor Chart

Target Language Spanish

Set 1



English		Español
to rescue		
trapped		
trained		
fire		
heat of the flames		

English		Español
smoke		
air tank		
flooding		
rescue helicopter		
rescue workers		

Vista Previa-View-Repaso

Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 1



Español		English
rescatar		
atrapados		
entrenados		
incendio		
llamas		

Español		English
humo		
tanque de aire		
inundación		
helicóptero de rescate		
trabajadores de rescate		



Vista Previa-View-Repaso

Developing Biliteracy

Set 1

Los trabajadores de rescate _____.

Los trabajadores de rescate _____ y también están _____ para _____.

PVR Developing Biliteracy Set 1 Activar el conocimiento previo Guías de discusión

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I think that _____.

In my opinion, I believe that _____ because _____.

PVR Developing Biliteracy Set 1 Before reading discussion prompt

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_____ is similar to _____ because _____.

The difference between _____ and _____ is _____.

PVR Developing Biliteracy Set 1 Academic language Vocabulary discussion prompts

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The story is set _____ and I know this because _____.

I think _____ will be _____.

PVR Developing Biliteracy Set 1 Introduce the book discussion prompts

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The information from the book tells me that _____.

PVR Developing Biliteracy Set 1 Talking about the book Literal discussion prompt

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The _____, _____, and _____ rescue workers were _____ with Super Sam because _____.

PVR Developing Biliteracy Set 1 Talking about the book Inferential discussion prompts

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Vista Previa-View-Repaso

Developing Biliteracy

Set 1

Super Sam could also be good at _____, because _____.

PVR Developing Biliteracy Set 1 Talking about the book Synthesizing discussion prompt

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I think that _____, because _____.

PVR Developing Biliteracy Set 1 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 1 Language connections discussion prompt

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Aprendí que los trabajadores de rescate _____.

Admiro que los rescatistas _____.

PVR Developing Biliteracy Set 1 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 1

Rescue workers _____.

Rescue workers _____ to rescue people and to _____.

PVR Developing Biliteracy Set 1 Activate prior knowledge discussion prompt

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Creo que _____.

En mi opinión, creo que _____ porque _____.

PVR Developing Biliteracy Set 1 Antes de la lectura Guías de discusión

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_____ es parecido a _____ porque _____.

La diferencia entre _____ y es _____.

PVR Developing Biliteracy Set 1 Lenguaje académico: Vocabulario Guías de discusión

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La _____ está _____ en _____ y lo sé porque _____.

Pienso que el _____ es _____.

Pienso que la _____ se va a tratar de _____.

PVR Developing Biliteracy Set 1 Presente el libro Guías de discusión

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

La información del texto me deja saber que _____.

PVR Developing Biliteracy Set 1 Hablar acerca del libro Literal Guías de discusión

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Los _____ y los _____ de rescate en el _____ y en las _____ no estaban contentos con Supersam porque _____.

PVR Developing Biliteracy Set 1 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 1

Supersam, también pudiese ser bueno para _____,
porque _____.

PVR Developing Biliteracy Set 1 Hablar acerca del libro: Sintetizar Guías de discusión

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Yo pienso que _____, porque _____.

PVR Developing Biliteracy Set 1 Hablar acerca del libro: Crítico marcos de discusión

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

PVR Developing Biliteracy Set 1 Conexiones de lenguaje Guías de discusión

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I learned that rescue workers _____.

I admire that rescue workers _____.

PVR Developing Biliteracy Set 1 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.

Supersam 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	Sam era un superhéroe. Tenía un superpoder: podía volar. Sin embargo, Sam tenía un problema: no tenía trabajo.		
5	Los superhéroes tenían que tener un trabajo en el que pudieran usar sus superpoderes. Si no, perdían sus superpoderes. Sam tenía que encontrar un trabajo pronto, así que voló a buscar uno.		
6	Sam vio una casa en llamas. Había llamas y mucho humo. Los bomberos corrían hacia la casa para rescatar a las personas que habían quedado atrapadas.		
7	—¡Esto parece un trabajo para Supersam! —pensó Sam. Y voló hacia la casa. Había tanto humo que no podía ver ni respirar.		
8	Un <u>bombero</u> corrió hacia donde 100 words estaba Sam y lo llevó fuera de la casa.		
Total			

Analyzing Reading

Supersam Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Qué sucedió cuando Supersam intentó rescatar a un hombre en el mar? (*Literal*)
- ☐ Los bomberos y los trabajadores de rescate en el mar y en la montaña, ¿por qué no estaban contentos con Supersam? (*Inferential*)
- ☐ Supersam, ¿podría haber sido una niña? ¿Podría esto haber cambiado la historia? ¿Por qué? ¿Por qué no? (*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.

Super Sam 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	Sam was a superhero. He had one super power – he could fly. But Sam had a problem – he didn't have a job.		
5	Superheroes had to have a job where they used their super powers. If they didn't, they would lose their super powers. Sam had to find a job fast, so he flew off to look for one.		
6	Sam saw a house on fire. There were flames and lots of smoke. Firefighters were running into the house to save the people who were trapped.		
7	“This looks like a job for Super Sam!” said Sam. And he flew into the <u>house</u> . 100 words There was so much smoke that he couldn't see and he couldn't breathe.		
Total			

Analyzing Reading

Super Sam Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ What happened when Super Sam tried to rescue a man in the sea? (Literal)
- ☐ Why weren't the fire, sea, and mountain rescue workers happy with Super Sam? (*Inferential*)
- ☐ Could the character of Super Sam have been a girl? Would this have changed the story? Why or why not? (*Critical*) ___/3

Fluency

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

Decoding accuracy

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Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	