

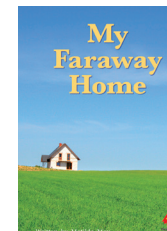
Preview–Vista–Review

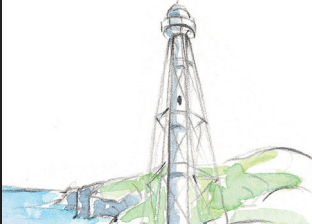
Developing Biliteracy

Vocabulary Anchor Chart

Target Language Spanish

Set 9



English		Español
lighthouse		
lightkeeper		
electric light tower		
cranked up		
light beam		

English		Español
storm cloud		
storm		
gusts of wind		
waves crashed		

Vista Previa-View-Repaso

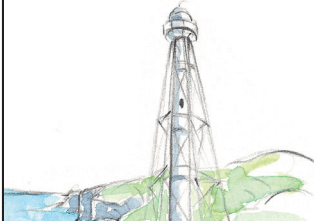
Biliteracidad en desarrollo

Cartel didáctico de vocabulario

Lenguaje de enfoque: Inglés

Set 9



Español		English
faro		
farera		
faro eléctrico		
giró la manivela		
rayo de luz		

Español		English
nubes negras		
tormenta		
ráfagas de viento		
las olas se estrellaban		



Vista Previa-View-Repaso

Developing Biliteracy

Set 9

Un _____ es el/la _____, mientras que un/una _____ es una persona que _____.

Sí, me gustaría _____ porque _____.

No, me gustaría _____ porque _____.

PVR Developing Biliteracy Set 9 Activar el conocimiento previo Guías de discusión

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A lighthouse keeper is responsible for _____ that the _____, the _____ and all parts of the _____ work properly. Additionally, a _____.

PVR Developing Biliteracy Set 9 Before reading discussion prompts

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A _____ is _____, but a _____ is _____.

PVR Developing Biliteracy Set 9 Academic language Vocabulary discussion prompts

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I think that _____, because _____.

PVR Developing Biliteracy Set 9 Introduce the book discussion prompts

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Jenny was _____, because _____.

PVR Developing Biliteracy Set 9 Talking about the book Literal discussion prompt

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I think that she _____, because _____.

PVR Developing Biliteracy Set 9 Talking about the book Inferential discussion prompt

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Vista Previa-View-Repaso

Developing Biliteracy

Set 9

I learned that _____.

PVR Developing Biliteracy Set 9 Talking about the book Synthesizing discussion prompt

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I think that _____, because _____.

I don't think that _____, because _____.

PVR Developing Biliteracy Set 9 Talking about the book Critical discussion prompt

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

PVR Developing Biliteracy Set 9 Language connections discussion prompt

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Es importante que _____, porque _____.

PVR Developing Biliteracy Set 9 Repaso Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 9

A _____ is _____, whereas a _____ is a person that _____.

Yes, I would like to _____ because _____.

No, I would not like to _____ because _____.

PVR Developing Biliteracy Set 9 Activate prior knowledge discussion prompt

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Un/una farero/a es responsable de que la _____, el _____ y todas las _____ del _____ funcionen _____.

Además, un/una _____.

PVR Developing Biliteracy Set 9 Antes de la lectura Guías de discusión

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Un _____ es _____, pero un _____ es _____.

PVR Developing Biliteracy Set 9 Lenguaje académico: Vocabulario Guías de discusión

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Pienso que _____, porque _____.

PVR Developing Biliteracy Set 9 Presente el libro Guías de discusión

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Lupe estaba _____, porque _____.

PVR Developing Biliteracy Set 9 Hablar acerca del libro Literal Guías de discusión

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Pienso que ella _____, porque _____.

PVR Developing Biliteracy Set 9 Hablar acerca del libro Inferencia Guías de discusión

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Vista Previa-View-Repaso

Developing Biliteracy

Set 9

Aprendí que _____.

PVR Developing Biliteracy Set 9 Hablar acerca del libro: Sintetizar Guías de discusión

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Pienso que _____, porque _____.

Pienso que no _____, porque _____.

PVR Developing Biliteracy Set 9 Hablar acerca del libro: Crítico marcos de discusión

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

PVR Developing Biliteracy Set 9 Conexiones de lenguaje Guías de discusión

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It is important _____ because _____.

PVR Developing Biliteracy Set 9 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 última farera 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	Los padres de Lupe eran los encargados del faro más antiguo del país. Habían vivido en Isla Rocosa toda su vida. Y noche por noche, desde que ella recordaba, su papá encendía la lámpara del antiguo faro y se quedaba despierto hasta el amanecer para asegurarse de que no se apagara.		
5	Pero todo estaba por cambiar. Este fin de semana se despedirían del antiguo faro y de la isla. Había un nuevo faro eléctrico y al día siguiente lo encenderían por primera vez. —No puedo creer que esta noche será la última vez que enciendas la lámpara —dijo Lupe.		
6	<u>Lupe</u> y su mamá hicieron un pastel con 100 words forma de faro para celebrar la última noche.		
Total			

Analyzing Reading

La última farera Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ ¿Por qué se quedó atrapada Lupe en el antiguo faro? (*Literal*)
- ☐ ¿Cómo se sentía Lupe porque ya no se usaba el antiguo faro? (*Inferential*)
- ☐ ¿Habría sido diferente el libro si el personaje principal hubiera sido un niño? ¿Por qué lo creen? (*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 Last Lighthouse Keeper 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
5	Jenny’s mom and dad were the lightkeepers for the oldest lighthouse in the country. They had lived on Rocky Island for as long as she could remember. And for as long as she could remember, every night her dad had lit the lamp in the old lighthouse and stayed up all night to make sure it did not go out.		
6	But everything was about to change. This weekend, they would say goodbye to the old lighthouse and the island. There was a new electric light tower, and tomorrow it would be turned on for the first time. “I can’t <u>believe</u> that tonight will be the last 100 words time you light the lamp,” said Jenny.		
Total			

Analyzing Reading

The Last Lighthouse Keeper Grade 2

Student name: _____

Date: _____

Comprehension

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

- ☐ Why was Jenny stuck in the old lighthouse?
(*Literal*)
- ☐ How was Jenny feeling about the old lighthouse not being used anymore? (*Inferential*)
- ☐ Would the book have been different if the main character was a boy? Why do you think this?
(*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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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	