



Dual Immersion Visit



Kindergarten Team

Karen Estevez →
from *Dominican Republic*
Brittany Tomlin

First Grade Team

Marcela Moyano →
from *Argentina*
Sherrill Miller

Kindergarten Team

Tamara Bravo →
from *Chile*
Jennifer Young

First Grade Team

Lesly Rendon →
from *Columbia*
Christen McCloud

Kindergarten Team

Rosa Guerra →
from *Peru*
Remel Waters

First Grade Team

Isabel Sepúlveda → from
Chile
Ashley Cottle

MTSS Layers or Support

Differentiated Core

*Differentiation doesn't have to mean the level of the content,
focus on the level of TEACHER SUPPORT!*

“Tier 1” → **ALL**

Reading
Comprehension

Vocabulary

Text Fluency

Word Analysis/Spelling

Phonics/Alphabetic Decoding

Phonological Awareness→

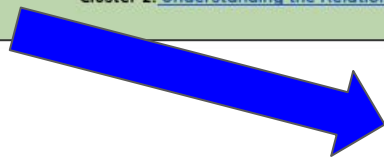


Estrellita®
Accelerated Beginning Spanish Reading



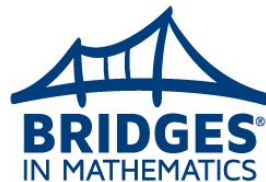
Heggerty

	8/2-8/6 Staggered Start 8/2-8/5	8/9-8/13	8/16-8/20	8/23-8/27	8/30-9/1 9/7-9/10 *7 days	9/13-9/17	9/20-9/24	9/27-10/1	10/4-10/8
Heart Words	No heart words/sight words for 1Q								
Science				Unit 1- Forces & Motion Standard K.P.1 Understand the positions and motions of objects and organisms observed in the environment. Unpacking					
Social Studies	Unit 1 - Citizenship: Understand that people work together to create and follow rules (K.C&G.1.1, K.C&G.1.2, K.C&G.1.3, K.C&G.1.4)						Unit 2 - Geography: Maps & Globes (K.G.1.1, K.G.1.2, K.G.1.3)		
Math	CC.1 Counting Sequence & CC.2 Counting Forward within a known sequence (1Q Expectation is 25)								
	Building a mathematical community, using the context of these standards: MD.1 MD.2 G.1 MD.3 (Sorting only) No cluster check for Cluster 1, to allow ample time to establish mathematical routines and to give KEA assessments. Spanish Resources			Kinder- Cluster 2 Curriculum Resources Weeks 1-2 → focus on 1-5 CC.3 CC.4 CC.5 Quick Check- QC Virtual Temperature check Spanish Resources		Weeks 3-4 → focus on 6-9, then 0, then 10 CC.3 CC.4 CC.5 Quick Check Virtual Temperature check Spanish Resources		Weeks 5-6 → sorting and counting G.3	
	Cluster 1: Building A Mathematical Community through Exploring Attributes			Cluster 2: Understanding the Relationship					
<div><div>Cluster 2 Spanish Resources</div><div><div>Weeks 1-3 → focus on 1-5 CC.3, CC.4, & CC.5 Sorting and counting can be incorporated in all lessons G.3, MD.1, MD.3, CC.5</div><div><div>Weeks 4-6 → focus on 6-9, then 0, then 10 CC.3, CC.4, & CC.5 Sorting and counting can be incorporated in all lessons G.3, MD.1, MD.3, CC.5</div><div><div>Weeks 7-9 → focus on 10-12 CC.3, CC.4, & CC.5 Sorting and counting can be incorporated in all lessons G.3, MD.1, MD.3, CC.5</div></div></div></div></div>									



Cluster 2 Spanish Resources

Weeks 1-3 → focus on 1-5 CC.3, CC.4, & CC.5 <i>Sorting and counting can be incorporated in all lessons</i> G.3, MD.1, MD.3, CC.5	Weeks 4-6 → focus on 6-9, then 0, then 10 CC.3, CC.4, & CC.5 <i>Sorting and counting can be incorporated in all lessons</i> G.3, MD.1, MD.3, CC.5
IReady Lesson 2: Count 1, 2, & 3 IReady Lesson 3: Count 4 IReady Lesson 4: Count 5	IReady Lesson 7: Count 6 and 7 IReady Lesson 9: Count 8 and 9 IReady Lesson 11: Count 10
<p style="text-align: center;">Bridges Math Stories</p>  <p style="text-align: center;">Epic Counting to 10 Spanish Books</p>  <p style="text-align: center;">Reading A-Z Book: Carlos cuenta gatitos</p>	<p style="text-align: center;"> Spanish Number Song Numbers in Spanish 1-20 Counting In Spanish 1-10 Jack Hartmann </p> <p style="text-align: center;">Counting To 10 In Spanish Language by NUMEROCK</p>  <p style="text-align: center;">  Counting Caterpillars </p>



Supporting Biliteracy Development: New Spanish Reporting and Instructional tools from mCLASS

mCLASS® reporting and instruction tools for new Spanish assessments have been redesigned to make data more actionable and support English language learners toward biliteracy development. The new Dual Language reporting, which provides a side-by-side view of student performance across both English and Spanish assessment results to help identify areas of strengths in one language that can be used to support development in the other language. With this new reporting, teachers will receive instructional recommendations specific to the student's profile in both languages and help identify transferable skills from one language to another.



Student Name: _____

Teacher Name: _____

School Year: _____

Dual Immersion Academic Expectations Rating Scale

C= Consistently

S= Sometimes

R= Rarely

Quarter 1 Skills		Quarter 1 Comments
• Understanding and identifying basic vocabulary in the target language (me, my school, my family)		
• Understanding basic instructions and commands related to routines in the target language		
• Identifying vowel sounds and initial sounds		
• Decoding syllables m/p		
• Demonstrating pre-reading behaviors		
Quarter 2 Skills		Quarter 2 Comments
• Understanding and identifying topic vocabulary in the target language		
• Understanding instructions and commands in the target language		
• Identifying vowel sounds and initial sound		
• Decoding syllables		
• Reading vocabulary books		
• Attempting to communicate in the target language		

Quarter 3 Skills		Quarter 3 Comments
• Using topic vocabulary in simple sentences		
• Understanding instructions and commands in the target language		
• Decoding syllables		
• Reading and spelling some high frequency words (such as vamos, mira, con, etc)		
• Writing simple sentences with the help of sentence frames		
• Communicating in the target language using simple sentences		
Quarter 4 Skills		Quarter 4 Comments
Using basic vocabulary in the target language orally and written in simple sentences with the help of sentence stems		
• Understanding instructions and commands in the target language		
• Read and spell some high frequency words (such as vamos, mira, con, etc)		
• Decoding syllable (combinations of CV sounds) and some blends (CCV sounds)		
• Writing simple sentences with the help of sentence frames		

Dual Language Program



Kindergarten DLI Student Expectations

Quarter 1

ACADEMICS:

- Understanding and identifying basic vocab in the target language (me, my school, my family)
- Understanding basic instructions and commands related to routines
- Identifying vowel sounds and initial sounds
- Decoding syllables m/p

BEHAVIOR:

- Struggling to follow rules/routines (due to language acquisition process)

EMOTIONAL:

- Frustration, confusion

Quarter 2

ACADEMICS:

- Understanding and identifying topic vocabulary
- Understanding instructions
- Decoding syllables
- Demonstrating pre-reading behaviors
- Reading vocabulary books/level A books

- Attempting to communicate in the target language

BEHAVIOR:

- Following rules and routines
- Showing engagement during instruction

EMOTIONAL:

- Very little confusion
- Some frustration when trying to produce (speaking/ writing)
- Sense of achievement from realizing their ability to understand (listening/speaking)

Quarter 3

ACADEMICS:

- Using topic vocabulary in simple sentences
- Reading leveled books
- Communicating in the target language using simple sentences

BEHAVIOR:

- Following rules and routines
- Showing engagement during instruction

EMOTIONAL:

- Some frustration when trying to produce (speaking/ writing)
- Sense of achievement from communicating in the target language
- Showing interest in foreign language and foreign culture

Quarter 4

ACADEMICS:

- Using topic vocabulary in simple sentences
- Reading leveled books
- Communicating in the target language using simple sentences
- Writing simple sentences with the help of writing prompts

BEHAVIOR:

- Following rules and routines
- Showing engagement during instruction

EMOTIONAL:

- Eager to communicate orally in the target language
- Sense of achievement from communicating in the target language
- Showing interest in foreign language and foreign culture

Dual Language Program



First Grade DLI Student Expectations

Quarter 1

ACADEMICS:

- Using basic vocab in the target language orally and written in simple sentences with the help of sentence stems
 - Decoding basic syllable (combinations of CV sounds) and some blends (CCV sounds)
 - Reading in the target language (level C/D) with appropriate intonation and rhythm
- #### BEHAVIOR:
- Struggling to follow rules/routines (students new to the program)
- #### EMOTIONAL:
- Frustration, confusion (students new to the program)

Quarter 2

ACADEMICS:

- Communicating orally and in writing using complete sentences and topic vocabulary
 - Decoding blends and three/four syllable words fluently
 - Reading in the target language (level E/F) with appropriate intonation and rhythm
- #### BEHAVIOR:
- Consistently following rules and routines
 - Showing engagement towards learning the target language
- #### EMOTIONAL:
- Sense of achievement from realizing their ability to communicate in the target language

Quarter 3

ACADEMICS:

- Communicating orally and in writing using complete sentences and topic vocabulary
 - Decoding blends and three/four syllable words fluently
 - Reading in the target language (level F/G) with appropriate intonation and rhythm
 - Expanding vocabulary bank and making connections between L1/L2
- #### BEHAVIOR:
- Consistently following rules and routines
 - Showing engagement towards learning the target language
- #### EMOTIONAL:
- Sense of achievement from realizing their ability to communicate in the target language

Quarter 4

ACADEMICS:

- Using complete and complex sentences and topic vocabulary to communicate orally and in writing
 - Decoding fluently
 - Reading in the target language (level H/I) with appropriate intonation and rhythm
 - Expanding vocabulary bank and making connections between L1/L2
- #### BEHAVIOR:
- Consistently following rules and routines
 - Showing engagement towards learning the target language
- #### EMOTIONAL:
- Sense of achievement from realizing their ability to communicate in the target language