

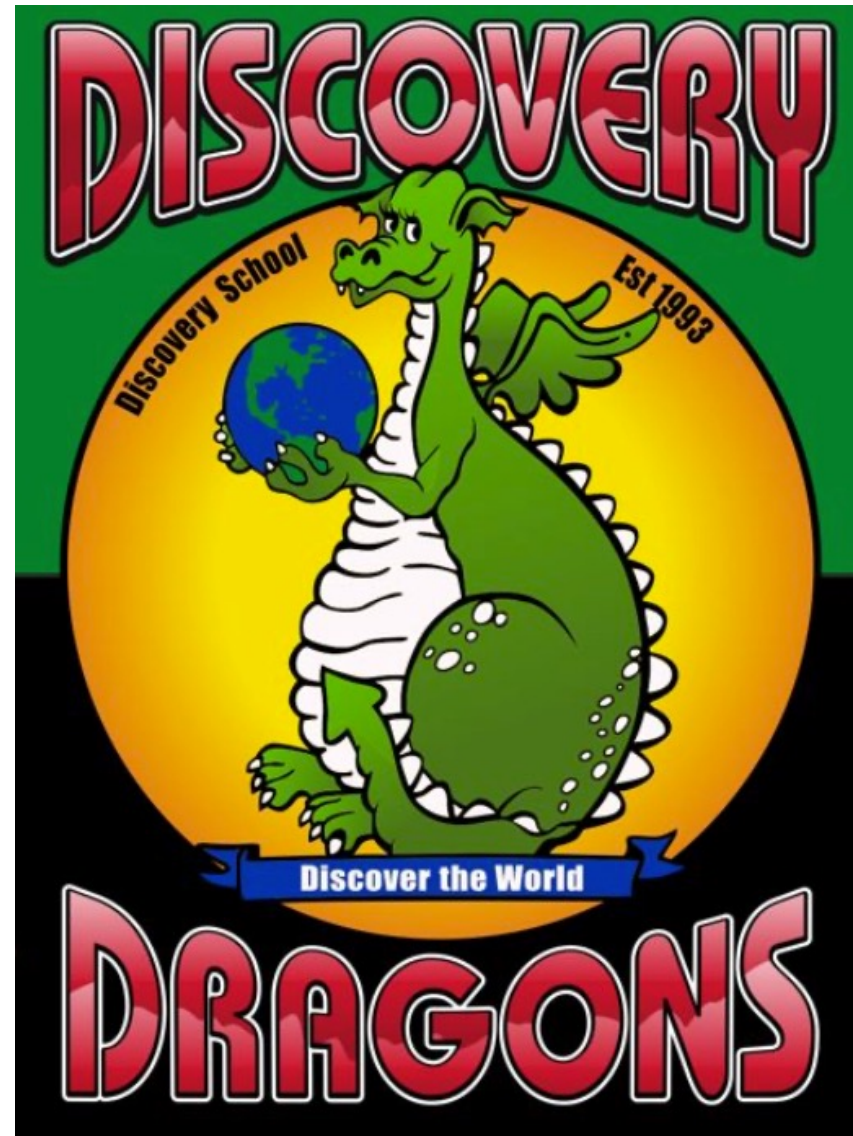


**Discovery  
Dual Immersion  
Parent Meeting  
3/7/22**

# Meeting Goals

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- Promote Language Learning at Home
- Interpret the Dual Immersion Report Card



Please type  
any  
questions or  
comments in  
the chat

Questions?  
Comments?





**A strong foundation in the first language is linked to successful learning of a second language as well as academic achievement.**

## Tell stories.

- develops children's vocabulary and oral language skills
- encourage children to add to stories or make up their own



## Say rhymes and sing songs.

- develop oral language skills such as intonation and word stress

## “Read” wordless picture books.

- fun way to talk about stories
- children can learn how stories progress, make predictions, and develop a love for books.





Read books in your primary language.

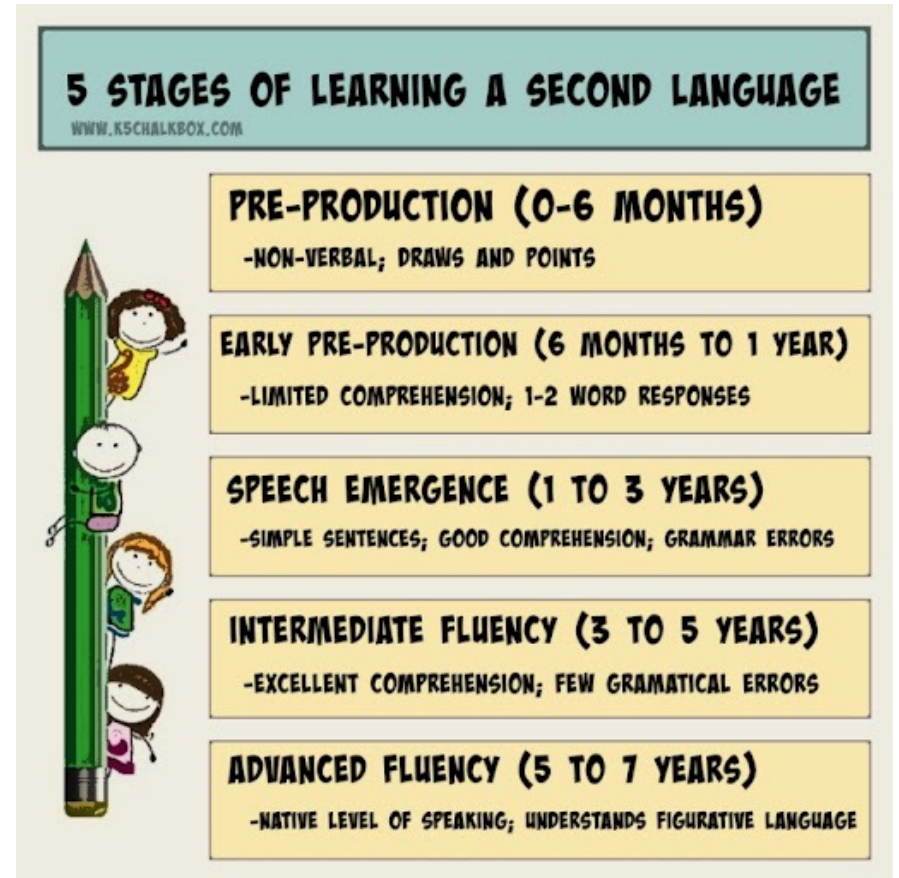
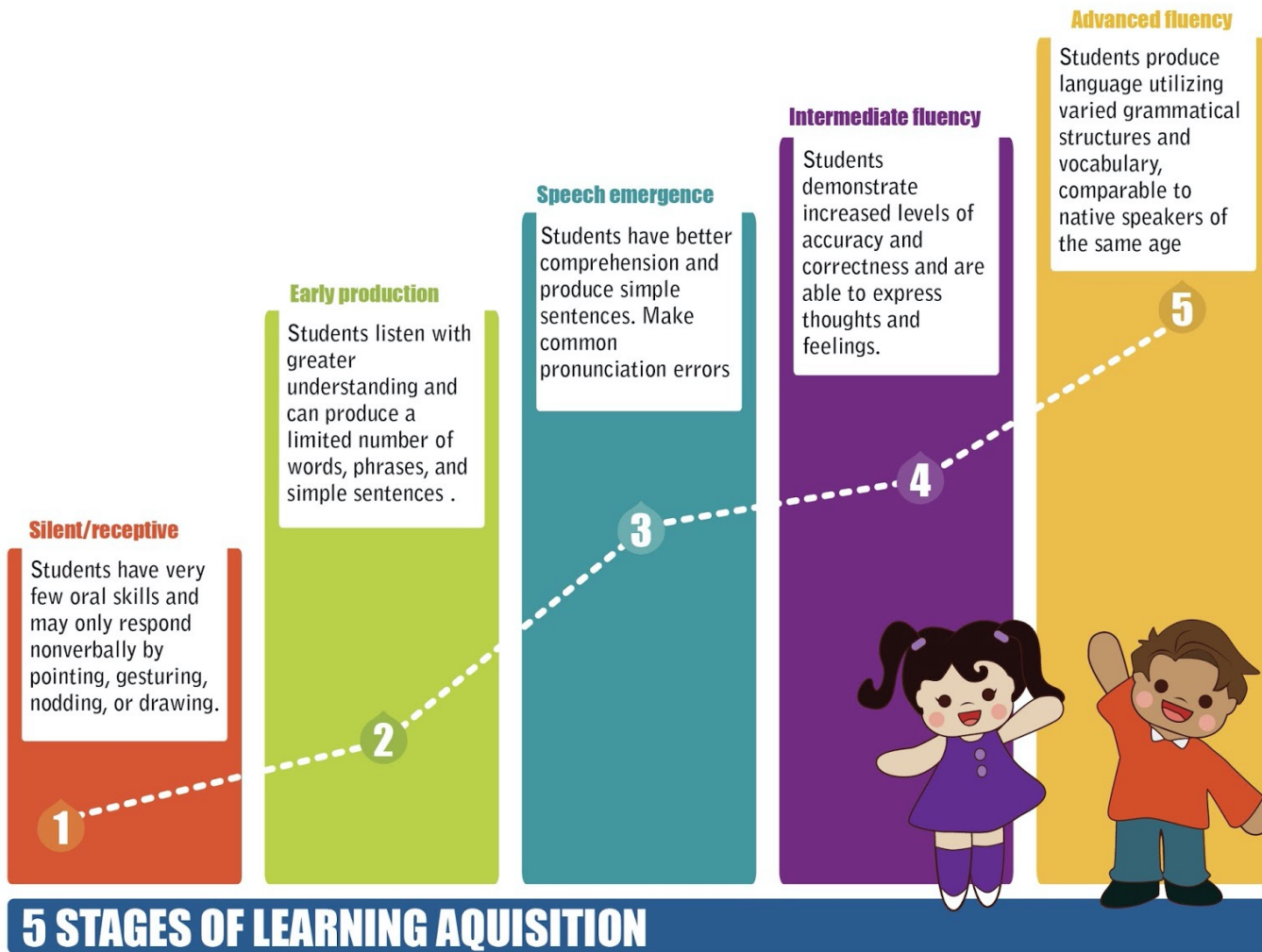


## Engage in meaningful conversation.

- Oral language development
- Dinner table, grocery store
- Ask children questions that require more than a yes or no answer

## Watch close-captioned TV

- Children can read and see the words that the characters are speaking on the screen





*"The Bilingual Edge is an easy-to use treasure trove of information for all parents who want to do the right thing for their children."*

—Deborah Tannen, Ph.D.,

*New York Times* bestselling author of *You Just Don't Understand*

# The BILINGUAL EDGE



*Why, When, and How  
to Teach Your Child a  
Second Language*

KENDALL KING, Ph.D.

ALISON MACKEY, Ph.D.

- Incorporate the second language into everyday routines and activities as early and as much as possible – this can be done in fun, interactive, and meaningful ways.
- Even parents who know just a little of the second language can incorporate it into silly songs, games, and other intimate routines

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# The BILINGUAL EDGE



*Why, When, and How  
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- Consider having a family fun night that centers around the second language— this can be as simple as cooking or baking together and talking about all the ingredients
- Read to children (or listen to a story) in a second language – one of the best ways to boost their vocabulary.

**Read bilingual books.**

Bilingual books are a great way for students and their parents to enjoy books together. In addition, they can both improve their English or Spanish along the way.



# Start a Home Library

## Pick a special place in the house

- Designate a book area (bookshelf, board, box)



## Find quality books

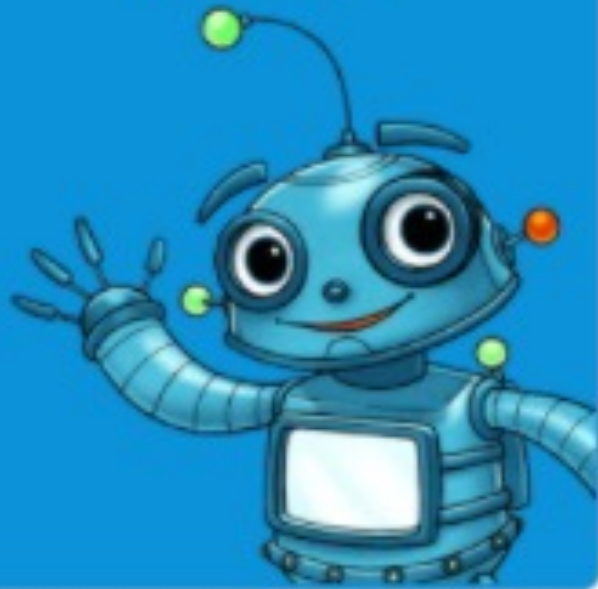
- Public library
- Bookstores/book fairs
- Used bookstores, thrift stores, garage sales
- Encourage family members and friends to give books as presents for birthdays and other occasions





imagine  
learning

Imagine Language &  
Literacy



Imagine Español



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# The BILINGUAL EDGE



*Why, When, and How  
to Teach Your Child a  
Second Language*

KENDALL KING, Ph.D.

ALISON MACKEY, Ph.D.

- Keep a careful eye on quantity and quality of input and interaction in each language.
- Set realistic expectations for your child and remember that language learning is a lifelong process.

# Chula Vista Elementary School District Dual Language Immersion Grade 1 Report Card



Student: \_\_\_\_\_ School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Year: \_\_\_\_\_

Performance Level	
4	Exceeds mastery of standards
3	Proficient mastery of standards
2	Progressing toward mastery of standards
1	Minimal mastery of standards
NA	Not Assessed

Effort Code	
C	Consistently Demonstrates
U	Usually Demonstrates
I	Inconsistently Demonstrates

Attendance				
	Q1	Q2	Q3	Q4
Days of Instruction				
Days Absent				
Days Tardy				

Responsibility for Learning and Behavior	Q1	Q2	Q3	Q4
Takes responsibility for own learning and behavior				
Demonstrates respect towards adults and peers				
Stays on task and uses time efficiently				
Listens and follows directions				
Actively participates in class				
Produces quality work				
Completes classwork in a timely manner				
Completes and returns homework				
Demonstrates organizational skills				
Follows school rules				

Student Services/Instructional Programs	Q1	Q2	Q3	Q4
Modified Program				
GATE				
Mainstream English				
Structured English Immersion				
Alternative Bilingual Program				
Dual Language Immersion - Spanish				

READING

Foundational Skills	Q1		Q2		Q3		Q4	
	E	S	E	S	E	S	E	S
Recognizes features of a sentence within a text (RF.1)								
Distinguishes long from short vowel sounds (RF.2a)								
Blends and segments single syllable words (RF.2b,d)								
Isolates beginning, middle, and final sounds (RF.2c)								
Knows and applies phonics and word analysis skills when decoding words both in isolation and in text (RF.3a-f)								
Reads grade appropriate high frequency words (RF.3g)								
Reads with accuracy and fluency to support comprehension (RF.4a-c)								
Understands that a single syllable can be formed from a vowel or a diphthong (DF.2f-g)								
Distinguishes open or closed, and stressed or unstressed vowels in words of one and two syllables (DF.3b-e)								
Recognizes consonant blends (DF.3h)								

Literature

Asks and answers questions about key details (RL.1)								
Retells central message, describes story elements, and compares and contrasts characters in familiar stories (RL.2-9)								
Reads prose and poetry of appropriate complexity for grade 1 (RL.10)								

Informational Text

Asks and answers questions about text (RI.1-3)								
Uses text structures and features to locate information (RI.4-7)								
Identifies the reasons an author gives to support points in a text (RI.8)								
Identifies basic similarities in and differences between two texts on the same topic (RF.9)								
Reads informational texts appropriately complex for grade 1 (RI.10)								

WRITING

Writes opinion pieces (W.1)								
Writes informative/explanatory texts (W.2)								
Writes narratives (W.3)								
Participates in shared research and writing projects and publishes writing (exploring a variety of digital tools) (W.5-7)								
Recalls or gathers information to write a response to answer a question (W.8)								

SPEAKING & LISTENING

Participates in collaborative conversations by speaking in complete sentences (SL.1.6)								
Asks and answers questions about information presented orally, in a text, or other media (SL.2,3)								
Describes people, places, things, and events with expression and relevant details (SL.4,5)								

LANGUAGE

Prints all upper and lowercase letters legibly (L.1a)								
Demonstrates the command of grammar by using parts of speech correctly (singular and plural nouns, possessive and indefinite pronouns, verb tenses, and adjectives) (L.1b-f)								
Demonstrates the command of grammar by using conjunctions, determiners, and prepositions (L.1g-i)								
Produces and expands simple and compound sentences (L.1j)								
Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing (L.2a-c)								
Demonstrates, determines, and clarifies the meaning of words (L.4-6)								
Uses determinatives such as articles and pronouns recognizing the gender and number agreement (L.1h)								
Applies knowledge of language to understand how it works in different contexts (L.3)								

# Dual Immersion Report Card

	Q1		Q2		Q3		Q4	
	E	S	E	S	E	S	E	S
<b>READING</b>								
<b>Foundational Skills</b>								
Recognizes features of a sentence within a text (RF.1)								
Distinguishes long from short vowel sounds (RF.2a)								
Blends and segments single syllable words (RF.2b,d)								
Isolates beginning, middle, and final sounds (RF.2c)								
Knows and applies phonics and word analysis skills when decoding words both in isolation and in text (RF.3a-f)								
Reads grade appropriate high frequency words (RF.3g)								
Reads with accuracy and fluency to support comprehension (RF.4a-c)								
Understands that a single syllable can be formed from a vowel or a diphthong (DF.2f-g)	■		■		■		■	
Distinguishes open or closed, and stressed or unstressed vowels in words of one and two syllables (DF.3b-e)	■		■		■		■	
Recognizes consonant blends (DF.3h)	■		■		■		■	
<b>Literature</b>								
Asks and answers questions about key details (RL.1)								
Retells central message, describes story elements, and compares and contrasts characters in familiar stories (RL.2-9)								
Reads prose and poetry of appropriate complexity for grade 1 (RL.10)								
<b>Informational Text</b>								
Asks and answers questions about text (RI.1-3)								
Uses text structures and features to locate information (RI.4-7)								
Identifies the reasons an author gives to support points in a text (RI.8)								
Identifies basic similarities in and differences between two texts on the same topic (RI.9)								
Reads informational texts appropriately complex for grade 1 (RI.10)								
<b>WRITING</b>								
Writes opinion pieces (W.1)								
Writes informative/explanatory texts (W.2)								
Writes narratives (W.3)								
Participates in shared research and writing projects and publishes writing (exploring a variety of digital tools) (W.5-7)								
Recalls or gathers information to write a response to answer a question (W.8)								
<b>SPEAKING &amp; LISTENING</b>								
Participates in collaborative conversations by speaking in complete sentences (SL.1,6)								
Asks and answers questions about information presented orally, in a text, or other media (SL.2,3)								
Describes people, places, things, and events with expression and relevant details (SL.4,5)								
<b>LANGUAGE</b>								
Prints all upper and lowercase letters legibly (L.1a)								
Demonstrates the command of grammar by using parts of speech correctly (singular and plural nouns, possessive and indefinite pronouns, verb tenses, and adjectives) (L.1b-f)								
Demonstrates the command of grammar by using conjunctions, determiners, and prepositions (L.1g-i)								
Produces and expands simple and compound sentences (L.1j)								
Demonstrates command of the conventions of capitalization, punctuation, and spelling when writing (L.2a-e)								
Demonstrates, determines, and clarifies the meaning of words (L.4-6)								
Uses determinatives such as articles and pronouns recognizing the gender and number agreement (L.1h)	■		■		■		■	
Applies knowledge of language to understand how it works in different contexts (L.3)	■		■		■		■	

## Chula Vista Elementary School District Dual Language Immersion Grade 1 Report Card





Q1 Q2 Q3 Q4  
E S E S E S E S

READING	E	S	E	S	E	S	E	S
<b>Foundational Skills</b>								
Knows and applies phonics and word recognition skills (RF.3)								
Reads with accuracy and fluency (RF.4)								
Uses the dieresis mark correctly to indicate that letter u has a sound in the güi and the güe syllables (DF.3d)	■		■		■		■	
<b>Literature</b>								
Refers to details in explaining what the text says and when making inferences; determines theme from details in text; describes characters, setting, or event using details. (RL1-3)								
Determines meaning of words; phrases including references to mythology; determines differences between poems, drama, and prose; compares and contrasts point of view. (RL4-6)								
Makes connections between text and presentations; compares/contrasts themes from different cultures. (RL7-9)								
Comprehends a variety of literary texts (RL.10)								
<b>Informational Text</b>								
Refers to details in explaining what the text says and when making inferences; determines main idea; explains events or ideas including what happened and why. (RI1-3)								
Determines the meaning of academic and domain-specific work; describes overall text structure; compares/contrasts firsthand and secondhand account of same event. (RI4-6)								
Interprets information presented in different formats (RI.7)								
Interprets information presented in different formats; explains how an author uses evidence to support key point; integrates information from two texts. (RI7-9)								
Comprehends a variety of informational texts (RI.10)								
<b>WRITING</b>								
Writes opinion pieces (W.1,4,9)								
Writes informational/explanatory texts (W.2,4,9)								
Writes narratives (W.3,4)								
Plans, revises, and edits writing (W.5)								
Uses technology to produce writing using sufficient keyboarding skills (W.6)								
Conducts short research projects (W.7,8,9)								
<b>SPEAKING &amp; LISTENING</b>								
Engages in collaborative discussions (SL.1)								
Paraphrases information (SL.2)								
Identifies evidence to support points (SL.3)								
Plans and delivers oral presentations (SL.4)								
Adds audio and visual parts to presentations (SL.5)								
<b>LANGUAGE</b>								
Demonstrates command of grammar (L.1,3)								
Writes fluidly and legibly in cursive (L.1)								
Demonstrates capitalization, punctuation, and spelling (L.2)								
Determines word meaning (L.4,6)								
Demonstrates figurative language and word relationships (L.5)								
Uses the interrogative pronouns and relative adverbs (L.1a)	■		■		■		■	
Forms and uses compound tenses of verbs and identifies and correctly uses regular verbs in the past tense (L.1b, k)								
Identifies and uses the copreterit and preterit imperfect. (L.1i)								
Recognizes the contractions when using adjectives (L.1j)								
Identifies and uses different types of conjunctions (L.1l)								
Applies knowledge of language to understand how it works in different contexts (L.3)	■		■		■		■	

## Chula Vista Elementary School District Dual Language Immersion Grade 4 Report Card



# Chula Vista Elementary School District Dual Language Immersion Grade 1 Report Card



Student: \_\_\_\_\_

	Q1	Q2	Q3	Q4
<b>USE OF ACCENTS</b>	E	S	E	S
Recognizes that the accent mark is a diacritic written accent (DF.1b-c)				
Recognizes that only vowels have written accents (DF.3i-j)				
Recognizes the written accent in simple words (L.2f)				
<b>SCIENCE</b>				
Demonstrates an understanding of concepts and skills taught this quarter				
<b>HISTORY/SOCIAL SCIENCE</b>				
Demonstrates an understanding of concepts and skills taught this quarter				
<b>PHYSICAL EDUCATION</b>				
Demonstrates skills taught this quarter				
<b>VISUAL/PERFORMING ARTS</b>				
Demonstrates an understanding of concepts and skills taught this quarter				
<b>MATHEMATICS</b>				
<b>Operations and Algebraic Thinking</b>				
Represents and solves word problems involving addition and subtraction within 20 and that call for addition of 3 whole numbers (OA.1,2)				
Applies properties of operations as strategies to add and subtract and understand subtraction as an unknown addend (OA.3,4)				
Adds and subtracts within 20 (relate counting to addition and subtraction, demonstrate fluency within 10, and use different strategies) (OA.5,6)				
Understands the meaning of the equal sign and determines if an equation is true or false (OA.7)				
Determines the unknown whole number in an addition or subtraction equation (OA.8)				
<b>Numbers and Operations in Base Ten</b>				
Counts, reads, writes, and represents numbers to 120 (NBT.1)				
Understands the place value of a two-digit number based on meanings of tens and ones and compare two two-digit numbers (NBT.2,3)				
Adds and subtracts within 100 using appropriate strategies and explains reasoning (NBT.4)				
Mentally finds 10 more and 10 less than a specified number (NBT.5)				
Subtracts multiples of 10 using different strategies and explains reasoning (NBT.6)				
<b>Measurement and Data</b>				
Orders and compares the lengths of two or more objects indirectly and expresses the length of an object as a whole number (MD.1,2)				
Tells and writes time in hours and half-hours using analog and digital clocks (MD.3)				
Organizes, represents, and interprets data and determines how many more or less within a set of data (MD.4)				
<b>Geometry</b>				
Distinguishes between defining attributes versus non-defining attributes (G.1)				
Builds, draws, and creates two and three-dimensional shapes from other shapes (G.2)				
Partitions circles and rectangles into equal shares and understands that decomposing them creates smaller shares (G.3)				
<b>Standards for Mathematical Practices</b>				
Makes sense of problems, perseveres in solving them, and attends to precision. Reasons and explains, models the math using tools, recognizes structure, and makes generalizations.				

# Chula Vista Elementary School District

## Dual Language Immersion Grade 4 Report Card



	Q1		Q2		Q3		Q4	
	E	S	E	S	E	S	E	S
<b>USE OF ACCENTS</b>								
Applies a systematic analysis to use the written accent correctly (DF.3e)								
Recognizes when adjacent vowels change the pronunciation of a word (DF.3f)								
Recognizes that a written accent is used in words having the stress on the third or fourth syllable from the end (L.2h)								
<b>SCIENCE</b>								
Demonstrates an understanding of concepts and skills taught this quarter								
<b>HISTORY/SOCIAL SCIENCE</b>								
Demonstrates an understanding of concepts and skills taught this quarter								
<b>PHYSICAL EDUCATION</b>								
Demonstrates skills taught this quarter								
<b>VISUAL/PERFORMING ARTS</b>								
Demonstrates an understanding of concepts and skills taught this quarter								
<b>MATHEMATICS</b>								
<b>Operations and Algebraic Thinking</b>								
Solves using four operations with whole numbers (OA.1-3)								
Finds factor pairs for whole numbers (OA.4)								
Generates patterns that follow a given rule (OA.5)								
<b>Numbers and Operations in Base Ten</b>								
Reads, writes, and expands multi-digit numbers and values (NBT.1-2)								
Uses place value to round multi-digit numbers (NBT.3)								
Adds and subtracts multi-digit whole numbers (NBT.4)								
Multiplies whole numbers (NBT.5)								
Finds whole number quotients and remainders (NBT.6)								
<b>Numbers and Operations - Fractions</b>								
Explains fraction equivalencies using models and compares fractions while justifying conclusions (NF.1-2)								
Adds, subtracts, and decomposes fractions and mixed numbers (NF.3)								
Multiplies a fraction by a whole number (NF.4)								
Understands decimal notation and compares decimal fractions (NF.5-6)								
Compares decimals to hundredths (NF.7)								
<b>Measurement and Data</b>								
Converts within the same measurement system (MD.1)								
Solves measurement problems with four operations (MD.2)								
Applies area and perimeter formulas (MD.3)								
Represents and interprets data (MD.4)								
Recognizes, measures, sketches, and solves for unknown angles using a protractor (MD.5-7)								
<b>Geometry</b>								
Draws and identifies various lines (G.1)								
Classifies and recognizes lines of symmetry in 2-D figures (G.2-3)								
<b>Standards for Mathematical Practices</b>								
Makes sense of problems, perseveres in solving them, and attends to precision. Reasons and explains, models the math using tools, recognizes structure, and makes generalizations.								

	Q1		Q2		Q3		Q4	
	E	S	E	S	E	S	E	S
<b>READING</b>								
<b>Foundational Skills</b>								
Knows and applies phonics and word recognition skills (RF.3)								
Reads with accuracy and fluency (RF.4)					2	1		
Uses the dieresis mark correctly to indicate that letter u has a sound in the güi and the güe syllables (DF.3d)								
<b>Literature</b>								
Refers to details in explaining what the text says and when making inferences; determines theme from details in text; describes characters, setting, or event using details. (RL1-3)								
Determines meaning of words; phrases including references to mythology; determines differences between poems, drama, and prose; compares and contrasts point of view. (RL4-6)								
Makes connections between text and presentations; compares/contrasts themes from different cultures. (RL7-9)								
Comprehends a variety of literary texts (RL.10)								
<b>Informational Text</b>								
Refers to details in explaining what the text says and when making inferences; determines main idea; explains events or ideas including what happened and why. (RI1-3)								
Determines the meaning of academic and domain-specific work; describes overall text structure; compares/contrasts firsthand and secondhand account of same event. (RI4-6)								
Interprets information presented in different formats (RI.7)								
Interprets information presented in different formats; explains how an author uses evidence to support key point; integrates information from two texts. (RI7-9)								
Comprehends a variety of informational texts (RI.10)								
<b>WRITING</b>								
Writes opinion pieces (W.1,4,9)					3	2		
Writes informational/explanatory texts (W.2,4,9)								
Writes narratives (W.3,4)								
Plans, revises, and edits writing (W.5)								
Uses technology to produce writing using sufficient keyboarding skills (W.6)								
Conducts short research projects (W.7,8,9)								



**“You can’t make your child speak a language. However, you can set the stage so they will want to speak it.”**

**-The Bilingual Edge**

adiós  
goodbye

THANK YOU  
GRACIAS



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