Attachment 1

World Languages Subject Matter Committee

January 15–16, 2020

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# Summary Table of Actionable Public Comments from First 60-Day Review

Public Input on the Draft *World Languages Framework*

This table provides a summary of the public comments that recommended changes to the content in the current draft 2020 *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*) received October 1, 2019–December 1, 2019. All comments are presented to the Instructional Quality Commission (IQC) in their original form without editing. The comments appear in tables 3–17, in the order that the standards were posted online, with general comments listed first followed by suggestions specific to the text. The public comments are organized by chapter, page number, and line number. Where possible, page and line numbers for line references are included in the column labeled “Page.” Where possible, specific suggested line edits have each been given their own entry in the table. References were provided by the California Department of Education (CDE), and include the abbreviation “p.” and the word “line,” and should not be considered text from the associated comment. The “IQC Action” column is included to capture the actions the IQC takes at its January 2020 meeting.

**The following abbreviations are used throughout this document, in accordance with state and federal accessibility guidelines.**

* <bh> = highlighted text begins
* <eh> = highlighted text ends
* <bs> = strikethrough text begins
* <es> = strikethrough text ends
* <br> = red text begins
* <er> = red text ends
* <bbl> = blue text begins
* <ebl> = blue text ends

The underlining in the original submission were removed from this table for compliance with CDE accessibility requirements for web posting.

**The following definitions clarify the recommended actions provided throughout this document:**

* **Recommended** = CDE recommends that the World Languages Subject Matter Committee (WL SMC) include the additions, edits, and/or changes as stated in the public comment.
* **Not Recommended** = CDE recommends that the WL SMC does not include the additions, edits, and/or changes as stated in the public comment.
* **No Motion Recommended** = CDE does not have a recommendation.
* **Writers’ Discretion** = CDE recommends that the WL SMC permit the World Languages Framework writers and CDE staff to determine how to include the additions, edits, and/or changes as stated in the public comment.
* **Non-Actionable** = the public comment does not include actionable edits that include additions, edits, and/or changes that can be applied to the framework and no action is needed.

All recommended actions were made based on the California *Education Code*; the Guidelines for the California World Languages Framework for Public Schools, Kindergarten through Grade Twelve, approved by the State Board of Education in 2019 (<https://www.cde.ca.gov/ci/fl/cf/wlfwguidelines.asp>), and the 2019 World Languages Standards (~~https://www.cde.ca.gov/be/st/ss/documents/wlstandards2.docx~~) [the preceding link is no longer valid]. Questions regarding the recommended actions can be sent to [worldlanguage@cde.ca.gov](mailto:worldlanguage@cde.ca.gov).

## Table 1. World Languages Framework Ratings Table

| Rating Area | Excellent | Good | Fair | Poor |
| --- | --- | --- | --- | --- |
| Overall | 54 | 18 | 1 | 1 |
| Format and Clarity | 38 | 29 | 5 | 1 |
| Facilitating teaching and learning of World Languages Standards | 46 | 17 | 5 | 1 |
| Providing guidance for instruction for ALL students | 43 | 21 | 6 | 2 |

## Table 2: Input Sources: Includes Survey Respondents and Email Comments

| Source (Name shortened for easy reference in the tables) | Name | Affiliation, Current Position, and Credentials (if applicable) | Input Method: Public input survey (Survey) or email (EM) |
| --- | --- | --- | --- |
| Andersen | Brian Andersen | Credentialed TK12 Teacher, Spanish Teacher; Single Subject Teaching Credential with Secondary Authorization | Survey |
| Anderson | Minghui Anderson | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Bosson | Ryan Bosson | Santa Cruz City Schools; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Bradish-Bareilles | Carolyn Bradish-Bareilles | Arcata High School; Credentialed TK12 Teacher; Single Subject Teaching Credential with Secondary Authorization | Survey |
| Brown | Dr. Margaret Carol Brown | Emeritus professor, California State University, Sacramento | Email |
| Carpenter | Andrea Carpenter | Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Carregui | Carolyn Carregui | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential with Secondary Authorization | Survey |
| Cavaillé | Donna Cavaillé | MBWLP; Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Cavaillé | Donna Cavaillé | MBWLP; Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Ceja | Herendira Erica Ceja | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Cheng | ChenHsu Cheng | No walk High; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Cheung | Jennifer Cheung | Independent school teacher | Survey |
| Cheung | Jennifer Cheung | Scare Heart Schools Atherton; Independent school teacher | Survey |
| Chien | Cameron Chien | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Chin | Marie Chin | The King's Academy; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Cobos | Jose Cobos | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Collantes | Aurora Collantes | Pinewood Private School; Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Cuevas Antillón | Jorge Cuevas Antillón | SDSU, SDCOE; College/University Faculty Member, County Office of Education Administrator, Curriculum Specialist; Administrative Credential, Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| DeLeuw | Jessica DeLeuw | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Denis | Rachel Denis | Credentialed TK12 Teacher | Survey |
| Desalvo | Jean-Luc Desalvo | San Jose State University; College/University Faculty Member | Survey |
| DiBello | Michelle DiBello | College/University Faculty Member | Survey |
| Dominguez | Isabel Dominguez | Credentialed TK12 Teacher | Survey |
| Donnelly | Juanita Donnelly | The King's Academy; Credentialed TK12 Teacher; ACSI Professional Lifetime Secondary Teacher credential | Survey |
| Dutson | Jaquelin Fematt Dutson | NA | EM |
| Dzakula | Bozo Dzakula | Defense language Institute; Other: Faculty Development Specialist; Other: Certified by the Defense Language Institute, Monterey, CA | Survey |
| Esemann | Heather Esemann | None; previously taught German in German grammar schools (as substitute) for 12 years; emergency substitute teaching credential | Survey |
| Fan | Stefanie Fan | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Fauben | Dorah Fauben | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential with Secondary Authorization | Survey |
| Fematt Dutson | Jaquelin Fematt Dutson | NA | Survey |
| Figueroa | Maria Figueroa | Arroyo Valley High School; Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Forchini | Carla Forchini | CWLP/CapWLP; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Frankel | V Frankel | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Frink | Alexis Frink | Credentialed TK12 Teacher; Administrative Credential, Single Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization | Survey |
| Garceau | Laurel Garceau | SWLP; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Harris | Adam Harris | EGUSD; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization | Survey |
| Hashiba | Erica Hashiba | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Hashimoo | Irene Hashimoo | Concordia University-Portland; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential with Secondary Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Hirsch | Paula Hirsch | Credentialed TK12 Teacher; Life Credential from the 1980s | Survey |
| Huang, Ching-fen | Ching-fen Huang | Credentialed TK12 Teacher, College/University Faculty Member; Single Subject Teaching Credential | Survey |
| Huang, Winnie | Winnie Huang | The King's Academy, Sunnvayle, CA; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Hurtado | Hiromi Hurtado | Credentialed Teacher Librarian; Single Subject Teaching Credential | Survey |
| Jensen | Anne Jensen | San Jose State University; Credentialed TK12 Teacher, College/University Faculty Member; Single Subject Teaching Credential | Survey |
| Jin | Ying Jin | Cupertino HS & Homestead HS; Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Juliz | Julio Juliz | Credentialed TK12 Teacher; Single Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Kamimura | Minako Kamimura | Rancho San Juan High School; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Kim | Jina Kim, Ed.D. | World Languages Coordinator, Multilingual and Multicultural Education Department, Los Angeles | Email |
| Kiuchi | Atsuko Kiuchi | NA | Email |
| Kleveland | Vonny Kleveland | Credentialed TK12 Teacher; Multiple Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization | Survey |
| Kozuma | Yukiko Kozuma | Franklin High School, Elk Grove Unified School District; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey, Email |
| Marinas | Karolyn Marinas | Capital World Language Progect; Credentialed TK12 Teacher; Single Subject Teaching Credential with Secondary Authorization | Survey |
| Maroot | Nereyda Maroot | Credentialed TK12 Teacher, College/University Faculty Member; Single Subject Teaching Credential | Survey |
| Matchett | Elizabeth Matchett | Gunn HS; Credentialed TK12 Teacher; Multiple Subject Teaching Credential, Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| McDowell | Karen McDowell | Aptos HS; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization | Survey |
| McNabb | Mireille McNabb | Leland High and Stanford World Language Project; Credentialed TK12 Teacher; Single Subject Teaching Credential with Secondary Authorization | Survey |
| Mearns | Sally Mearns | Site Director, Stanford World Language Project | Email |
| Mercado | Rebecca Mercado | 1901 | Survey |
| Monteros-Garcia | Mayerling Monteros-Garcia | Temecula Valley Unified School District; Credentialed TK12 Teacher, Curriculum Specialist; Administrative Credential, Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Mora | Danette Mora | Pleasant Grove High School; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Moss | Diana Moss | Credentialed TK12 Teacher | Survey |
| Naditz | Nicole Naditz | District Administrator; Administrative Credential, Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Nishimura | Mio Nishimura | Credentialed TK12 Teacher; Other: Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Payette | Gloria Payette | NA | Email |
| Perez | Nancy Perez | El Diamante HS; Credentialed TK12 Teacher; Single Subject Teaching Credential; Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Podsednik | Tracie Podsednik | Credentialed TK12 Teacher; Single Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Raines | Angela Raines | UC Scout; Credentialed TK12 Teacher; Single Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization | Survey |
| Rios | Trinidad Rios | Palm Springs Unified School District; Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization | Survey |
| Robison | Melisa Robison | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Rogers | Emily Rogers | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Ross | Lila Ross | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| SAILN | Southern Area International Languages Network (SAILN) | Shahnaz Ahmadeian Fard*,*M.Ed., Director of Programs, Language Acquisition Resource Center, San Diego State University | Email |
| Saito-Abbott | Yoshiko Saito-Abbott | College/University Faculty Member | Survey |
| Salsig | Nancy Salsig | Berkeley World language Project; Credentialed TK12 Teacher, College/University Faculty Member, Other: Co-director, Berkeley World Language Project; Single Subject Teaching Credential | Survey |
| Shibamiya | Megumi Shibamiya | Credentialed TK12 Teacher; Single Subject Teaching Credential with Secondary Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Silva | Duarte Silva | Stanford University; Credentialed TK12 Teacher, College/University Faculty Member, Curriculum Specialist; Administrative Credential, Single Subject Teaching Credential, Single Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential with Secondary Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Skelton | Jacquelyn Skelton | Stanford World Language Project; Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Skiles | Tovah Skiles | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential with Secondary Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Sousa | Amber Sousa | EGUSD; Credentialed TK12 Teacher; Multiple Subject Teaching Credential with Supplemental Authorization, Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Sparks | Carol Sparks | Credentialed TK12 Teacher, College/University Faculty Member; Multiple Subject Teaching Credential | Survey |
| Tang | Dorothy Tang | Credentialed TK12 Teacher; Single Subject Teaching Credential | Survey |
| Tasker | Kirsten Tasker | 1976 | Survey |
| Teraoka | Isabelle Teraoka | Credentialed TK12 Teacher; Single Subject Teaching Credential with Supplemental Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Tompkins | Matthew Tompkins | NA | Survey |
| Tussing | Marjorie Tussing | Dr.; Credentialed TK12 Teacher, College/University Faculty Member, Other: Retired; Single Subject Teaching Credential | Survey |
| Ueyama | Kathy Ueyama | Credentialed TK12 Teacher, Other: Teacher; Multiple Subject Teaching Credential, Single Subject Teaching Credential with Secondary Authorization, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Varela | Alfredo Varela | Santa Paula High School; Credentialed TK12 Teacher, World Languages Department Chair and Response to Intervention TOSA; Administrative Credential, Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Velazquez | Lilian Velazquez | Credentialed TK12 Teacher, Retired Teacher, Parent Guardian/Caretaker of TK–12 Student; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Vossen | Michael Vossen | Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Yilmaz | Irina Yilmaz | San Juan Unified SD; Credentialed TK12 Teacher; Multiple Subject Teaching Credential, Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Wang | Yinshun Wang | Marin Academy; Credentialed TK12 Teacher | Survey |
| Williams | Daphne Williams | Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE) | Survey |
| Woo et al. | Jennifer Woo, Celina Padilla, Zoey Liu, and Lin Hwai | Stand L- Stanford World Language Project; Credentialed TK12 Teacher, Community Member; Single Subject Teaching Credential | Survey |
| Woodward | Erin Woodward | Credentialed TK12 Teacher; Single Subject Teaching Credential, Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificate or California Teachers of English Learners (CTEL)/Crosscultural, Language and Academic Development (CLAD) and California Subject Examinations for Teachers: Languages Other Than English (CSET: LOTE), Other: Learning Handicap Credential with RSP certificate | Survey |
| Wright | Brenna Wright | Credentialed TK12 Teacher, Community Member, Parent Guardian/Caretaker of TK–12 Student; Multiple Subject Teaching Credential, Single Subject Teaching Credential | Survey |

## Draft World Languages Framework Table of Contents

Chapter 1: Introduction

Chapter 2: Access and Equity for California World Languages Students

Chapter 3: Pathways to Multiliteracy

Chapter 4: Overview of the World Languages Standards

Chapter 5: Implementing High-Quality World Languages Instruction

Chapter 6: Teaching the Communication Standards

Chapter 7: Teaching the Cultures Standards

Chapter 8: Teaching the Connections Standards

Chapter 9: The Proficiency Ranges in the World Languages Standards

Chapter 10: Assessing the Learning of World Languages

Chapter 11: Professional Learning and Support for World Languages Educators

Chapter 12: Unique Features of Individual Languages

Chapter 13: Instructional Materials

Chapter 14: Glossary

## Table 3: Chapter 1: Introduction

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 1 | Cuevas Antillón | General | I wish that oracy would have been called out. Rather than presuming "literacy" is automatically equated with speaking by putting it into the parenthesis, by placing a prime focus on oral language development and students' capacity to express themselves (Oracy) its importance in world language is somewhat diminished. There is a strong and rich pedagogy about oracy in educational research. See Britain for examples of its focus in the school system. | Not Recommended  (The WL CFCC discussed this and opted not to emphasize oracy to this extent.) |
| 2 | Desalvo | General | A good overview of the purpose and criteria for improving world language education in California | Non-Actionable |
| 3 | Figueroa | General | Chapters are too lengthy | Non-Actionable |
| 4 | Fauben | General | NA | Non-Actionable |
| 5 | Maroot | General | Well organized with plenty of data to support the importance of studying other lan`guages, besides English. | Non-Actionable |
| 6 | Jensen | General | The introduction was informative and extensive. | Non-Actionable |
| 7 | Kleveland | General | Looks awesome | Non-Actionable |
| 8 | Teraoka | General | Consider adding: the unprecedented global challenges posed by climate change makes the need for international understanding and collaboration more valuable than ever before. | Writers’ Discretion |
| 9 | Woodward | General | This chapter as well as the majority of them is too technical and too long. It mentions that the State Seal of Biliteracy is useful for college applications. Unfortunately, the students receive their bilteracy seal in late Spring and college applications are due in early Fall. (Line 174) | Non-Actionable |
| 10 | Hashimoo | General | Part 1 of 2: Being a framework for California, one of the most leading, advanced, scientific and technological communities in the world, what is blatantly missing in the framework are the CONNECTIONS to genetic, neurological, medical, and artificial intelligence research. Without taking into account the rich and vibrant scientific community, our standards will be lacking and lagging. Just as DNA and the human genome project has transformed the forensics, laws, and law enforcement, ignorance or avoidance of knowledge in genetic predispositions, neurological manifestations, and biophysics will necessarily deem the language framework as misguided and misleading. The introduction ought to set the premise for such research, findings, norms, and knowledge, along with transformational learning theories as guiding principles of the framework. Hence, our language teachers and students need to understand the genetic and neurological mechanics and how languages are encountered, acquired, and practiced throughout one's lifetime. The framework does make a poignant argument for a learning environment for multiple languages. This argument can be strengthened by the fact of our global economy, collaborations, and technological progress towards a Type I civilization, defined by Nikolai Kardeshev and promoted by theoretical physicist Michio Kaku. Until the framework takes on a philosophical, political, and scientific vantage, it will fall short of its potential as a unifying educational principle for California and the planet. In other words, the framework as it stands does not answer the question, "Why does California need a world language framework?" | Not Recommended (The suggestion in the comment is outside the purview of the *WL Framework*.) |
| 11 | Hashimoo | General | Part 2 of 2: The language of purpose ought to be made prominent from the start, such as, "The intent is to provide a platform for California students so they may lead collaborative initiatives and participate in opportunities on a global level to solve our planet's foremost priority, the sustenance of life here on earth and in the universe." Having stated thus, the urgency for a world language learning framework becomes evident, vital, and essential for the planet's survival and our progress towards a Type I civilization, and perhaps a campaign opportunity for our educational and political leaders in California and the world. Until such language is incorporated, there is no need to review the document further. | Not Recommended (The suggestion in the comment is outside the purview of the *WL Framework*.) |
| 12 | Tussing | General | The Framework seeks to offer a broad understanding of where language teaching and learning is currently based. The document is based on a range of competencies and includes a broad focus to prepare students to function in California in the 21st century. In most examples there is an attempt to offer a variety of ways to reach the goals presented here. It is surprising the the example offered in understanding other perspectives and cultures is limited to literature. There are hopefully other texts offered in other sections of the Framework that are broader and offer a variety of ways to explore these goals that are l not limited just to literature. The document focuses on 3 of the 5 areas in the World Readiness Standards and stresses ways to prepare students to play a role in California's economy. The missing Standard that needs to be included in Communities. This starts in the local communities where languages are used and in the jobs that require language competencies. | Non-Actionable  (Communities and Comparisons are integrated in the 2019 *WL Standards*) |
| 13 | Kim | 1 | Line 4: Understand the role [<br>that<er>]... | Recommended |
| 14 | Kim | 1 | Line 10: Change wording to: Understand the role of language learning in the development of global competence | Writers’ Discretion |
| 15 | Kim | 1 | Lines 13–20 would read better if they all began with “The” since the beginning of these sentences is “In this chapter readers will learn about:” | Writers’ Discretion |
| 16 | Kim | 2 | Line 26: add “and languages.” | Recommended |
| 17 | Kim | 2 | Line 44: Add “and <br>responsibly<er>” in order to address plagiarism and giving credit to sources. | Recommended |
| 18 | Kim | 2 | Line 52: Consider revising by adding the following two words in red:  California WL education prepares all students to compete in a global marketplace, to pursue their dreams and ambitions through interaction with people from other cultures, to appreciate or understand their own culture through studying other cultures, and to contribute to the <br>state’s<er> economic and social well-being and <br>to<er> increase intercultural appreciation and **global competence** in California and the world. | Recommended |
| 19 | Kim | 2 | Line 55: lower cases on speaking/signing to be consistent | Writers’ Discretion |
| 20 | Cavaillé | 2 | Line 55: in the final paragraph on this page, why are "Speaking" and "Signing" capitalized? | Writers’ Discretion |
| 21 | Teraoka | 3 | Line 59: Consider adding the word “more” as in “a more optimistic and promising future” in the last sentence to make it more realistic. I love the focus on language functions, rather than the “disproportionate focus on grammar.” | Recommended |
| 22 | Kim | 4 | Line 97: add “s” to program | Recommended |
| 23 | Robison | 4 | Line 116: Overall excellent summary of vision for WL instructions. Line 116 references a “self-directed learner”. Are there resources for this term and how to implement/support students in being self-directed within the confines of a public school curriculum? | Writers’ Discretion |
| 24 | Wright | 5 | Lines 134–138: Chapter 1 Comments: Page 5 paragraph 2: The message was vague and misleading. I suggest provide a picture to help readers follow the concept. Continue your comments | Writers’ Discretion |
| 25 | Silva | 5 | Line 135: This chapter is clearly written and provides both a historical perspective of the history of WL education in CA and the policies that governed it, as well as a vision for the future and the policies and practices that helped shaped such a vision. It is very readable and informative and accessible to a variety of audiences. I suggest the following minor edits. Line 135-- but discerning—readers, listeners and viewers. I suggest adding the term viewers, since much of students interpretive activities involve viewing cultural practices and products. | Recommended |
| 26 | Kim | 5 | Line 146: Switch order of “searches” and “online” to: They tailor their <br>online searches<er>… | Recommended |
| 27 | Kim | 5 | Line 150: Add the following or similar: Students are aware of the ethical responsibility that comes with using technology and online searches to avoid plagiarizing material and to give credit to online sources and authors. | Writers’ Discretion |
| 28 | Silva | 5 | Line 155: I would recommend adding “viewing” for the same reason as stated above. It seems even more appropriate for this passage. | Recommended |
| 29 | Robison | 7 | Lines 197–203 and 268–270: mention professional including workshops and conferences, perhaps listing specific names of existing WL organizations that offer professional development would be useful. | Recommended |
| 30 | Robison | 9 | Line 264: Line 264 uses the phrase “new lesson design principles” though these principles are certainly not “new”. Omitting the word altogether, or replacing it with “adopted” would be more accurate and less intimidating than the word “new”. | Recommended |
| 31 | DiBello | 10 | Line 305: I think the Introduction chapter reads quite clearly and powerfully. My only suggested edits are minor grammatical changes as follows: page 10, line 305, change "experience" to "experienced" | Recommended |
| 32 | Cavaillé | 10 | Line 305: Change "experience" to "experienced". | Recommended |
| 33 | Marinas | 10 | Line 305: Chapter 1: Introduction Line 305- The word “experience” should be “experienced.” | Recommended |
| 34 | Kim | 10 | Line 305: Add “d” to “new and experience [d]. | Recommended |
| 35 | Kim | 11 | Line 319: Strongly recommend changing “DL (District Leadership) to <br>SDA (Site and District Administrators)<er> instead to avoid confusion with the DL acronym and “Dual Language” | No Motion Recommended |
| 36 | Naditz | 11 | Line 322: In figure 1.6 [sic], the DL (District Leadership) column should also be checked for chapters 6, 7, 8 and 9. District curriculum personnel are often responsible for designing professional learning around content standards, and these chapters are critical to support them in that process, especially since they may not have the finances to bring in content experts, such as the California World Language Project to provide the professional learning specific to world languages. | Recommended |
| 37 | Kim | 11 | Line 322: Chapter 9 should have a check for district administrators and for families since it is crucial that both of these audiences understand the proficiency levels and ranges for world language learners (i.e. for report cards, etc.) | Recommended |
| 38 | Silva | 13 | Line 330: taken from input from world languages educators. I suggest changing this sentence to—based on input from world language educators | Recommended |
| 39 | Silva | 13 | Line 337: Principle 1: All students can and should learn languages other than English (LOTE). I suggest changing this headline—to. All students can and should learn other world languages in addition to English. | Recommended |
| 40 | Silva | 13 | Line 340: …can and should learn languages other than English. I suggest changing this sentence to: can and should learn other world languages in addition to English. | Recommended |
| 41 | Kim | 16 | Line 424: Add “relevant and sensitive”: culturally <br>relevant, sensitive<er>, authentic and meaningful | Recommended |
| 42 | Kim | 17 | Line 428: Add “<br>and their peers<er>.” | Recommended |
| 43 | Rios | 18 | Lines 467–566: Line 467 to line 566 can be turned into a chart. | Not Recommended  (final formatting will be determined at the graphic design stage) |
| 44 | DiBello | 23 | Line 586: change "grades" to "grade" | Recommended |
| 45 | Kim | 23 | Line 591: Add another sentence to address Dual Language Education (DLE): “<br>In dual language education programs, this also includes designing learning opportunities to address the needs of target language learners to allow them to demonstrate proficiency in the content areas<er>.” | Writers’ Discretion |
| 46 | Kim | 23 | Line 593: Add “and Dual Language Education programs | Recommended |
| 47 | DiBello | 25 | Line 630: change "is ring" to "is a ring" | Recommended |

## Table 4: Chapter 2: Access and Equity for California World Languages Students

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 48 | Cuevas Antillón | General | Had there been any conversations about respecting students varieties of world language (dialect differences) and recognitions of the fact that students come from multiple versions of the world language. It would have been beneficial for some exploration of incorporating students increasing register and knowledge of the richness of world language diversity. | Writers’ Discretion |
| 49 | Desalvo | General | This has been driven by laws to create equal access and equity to California world language students. Laws need to keep pace with the educational landscape and the changing needs of both world language instructors and students. | Non-Actionable |
| 50 | Kleveland | General | I agree | Non-Actionable |
| 51 | Fauben | General | NA | Non-Actionable |
| 52 | Hashimoo | General | Of course. | Non-Actionable |
| 53 | Jensen | General | This chapter was interesting, although it contained a lot of information that was rather hard to absorb. | Non-Actionable |
| 54 | Dzakula | General | Part 1 of 3: After reading the book Assessment for effective teaching: Using context-adaptive planning (Hanna & Dettmer), I would like to suggest to add the the taxonomy of social domain to this Chapter. "The social domain pertains to sociocultural settings in and around the schools with focus on complexity of students’ interaction with themselves, peers, teachers, tasks, and the global environment in a rich and varied social arena, and how they cultivate relationship, and develop network of interrelationships. Positive social learning within the school setting takes place by engaging in successful teamwork, refining etiquette and manners, building friendship, choosing effective role models, being examples for others in socially constructive way, leading and following others appropriately, modifying one’s own performance in order to contribute to group success, serving others for the good of all, and assisting those who are in need. Social behavior for group survival and transmission of culture can be categorized as basic or complex (8 categories). I. relating, II. communicating, III. participating, IV. negotiating, V. collaborating, VI. adjudicating, VII. initiating, and VIII. converting/transforming. I. Relating: Demonstrated by behaviors such as acknowledging the presence of others, making eye contact, recognizing people, attending to them, and seeking to be with others. Learners must first relate to others before they can communicate effectively II. Communicating: Act of sending and receiving messages. Communicators speak, gesture, call, sign, signal, listen. Indeed, the most overlooked aspect of the communication process may be listening, for without it, there can be no meaningful auditory interaction. The same could be said of observing as a key factor in visual communication. Communication is preceded by relating to others and accepting their presence. | Not Recommended (The WL Framework writers observed that the suggestions included in the comment are part of the discussions in the framework regarding Universal Design for Learning, global competence, and social-emotional learning.) |
| 55 | Dzakula | General | Part 2 of 3: It can be facilitated or distorted by use or misuse of socially accepted techniques. Messages are delivered verbally and nonverbally, with the nonverbal communication system (body language) often more powerful than any spoken words. III. Participating: Associating with others in group-focused ways, such as joining I, volunteering for, allowing oneself to be drawn in, or actively and willingly taking part in group activity. When learners relate and communicate successfully, they are ready to participate in socially constructed settings. Much of school life consists of belonging to and taking part in groups, such as families of origin, domestic partnership, business relationships, communities, organized religion, interest groups, play groups, work-related groups, friendships, and service groups. IV. Negotiating: Bargaining, bartering, arguing, considering divergent views regarding an issue, and compromising when necessary. Negotiation often takes place socially in play groups when learners choose teams, explore give-and-take options, and take turns. Negotiation skills are built by relating to others in positive ways, communicating effectively, and participating successfully in various group endeavors. Mediation and arbitration are extensions of negotiation and precursors to setting aside personal preferences to accommodate and assimilate those of others. V. Collaborating: Laboring together for success of the whole project and whole group’s welfare. | Not Recommended |
| 56 | Dzakula | General | Part 3 of 3: Cooperation is a term used often to describe group work in schools. However, well-honed collaborative teamwork, with flexible leadership and followership roles, tends to be more demanding of participants and typically more productive than cooperation. VI. Adjudicating: Conciliating and setting differences with others. Conciliation is an outcome of effective negotiation and mediation efforts. Those who communicate and negotiate effectively in social settings are more able to mediate differences for the benefits of all. Through adjudication, conciliation can take place. VII. Initiating: Catalyzing interaction, even where social risk are involved, in order to activate social action and change. VIII. Converting: Generating social transitions, revolutionizing social structures and convincing others to join in for new, advanced social aims.” Reference: Hanna, G. S., & Dettmer, P. (2004). Assessment for effective teaching: Using context-adaptive planning. Boston: Pearson A and B. | Not Recommended |
| 57 | Maroot | General | The engaging way to present data, the "Issues, practices and implementation or support" tables, the individual examples, the multilingualism factor and the different learning groups addressed in this chapter makes it very easy to argue for the study of different languages in California. | Non-Actionable |
| 58 | Silva | General | This chapter is a “breath of fresh air” in that it focuses on providing access and equity for all learners in the WL classroom. The models, strategies and vignettes offered in this chapter will be of great interest to the WL community, but it will require a substantial amount of professional learning programs in order for WL educators to be comfortable implementing the Universal Design for Learning to the diverse group of students that we want to welcome to WL education. I am hoping that the rollout professional learning programs will substantially focus on this chapter. | Non-Actionable |
| 59 | Skiles | General | The snapshot sections are great. It would be great to show with little checked boxes where the chapter's objectives are met. Something in color, breaking up all the text. | No Motion Recommended |
| 60 | Silva | 2 | Lines 22–24: Below are a couple of suggestions and minor edits for your consideration. Lines 22-24 California is one of the most diverse states in America. More than 40 percent of the population over the age of five lives in a home where a language other than English is spoken (U.S. Census Bureau 2016). I believe that this statement appears in Chapter I and as such, you may wish to substitute with a different statement. | Writers’ Discretion |
| 61 | Kim | 2 | Line 23: Capitalize the first letter of the following and add an acronym Language Other Than English (LOTE) | Not Recommended  (CDE Style Guide calls for the inclusion of acronyms only when they are used again in the text; in this chapter, LOTE is not used again.) |
| 62 | Kim | 2 | Line 24: Change California’s schools to California schools | Recommended |
| 63 | Kim | 2 | Lines 26 and 27:Change “to meet the needs of students from a variety of backgrounds.” to “needs of culturally and linguistically diverse students | Recommended |
| 64 | Kim | 2 | Line 29: Change “essential skill in the workplace and beyond” to “essential skill in and beyond the workplace” | Recommended |
| 65 | Kim | 2 | Lines 29–31:Change “In California, multilingual individuals have many opportunities to appreciate and engage with the rich and diverse communities of the world with global competence within and beyond the State.” to “In California, multilingual individuals have many opportunities to appreciate and engage with the world’s culturally and linguistically rich (diverse) communities with a universal (international) competence. | Writers’ Discretion |
| 66 | Kim | 2 | Line 36: “communicate in” drop “in” | Not Recommended |
| 67 | SAILN | 2 | Line 43: Use “centrality” in place of “role” | Writers’ Discretion |
| 68 | Kim | 2 | Line 44: Capitalize F in “framework” | Not Recommended |
| 69 | Kim | 2 | Line 52: “this chapter lies.” put the verb “lies” before “this chapter” (case of human vs. non-human subject of the verb) | Not Recommended |
| 70 | Kim | 2–3 | Lines 55–60:There is quite a deficiency in the “asset” mindset is being explained. It should rather emphasize the need for considering student’s linguistic and cultural background an asset that contribute to advancing the learning communities” (Ref. California EL Roadmap p.13) | Writers’ Discretion |
| 71 | Wright | 2 | Chapter 2 Comments: Page 2 paragraph 5 did not specify that the students are not required to memorize grammatical rules. | Non-Actionable (There is no paragraph 5, and this topic is not addressed.) |
| 72 | Kim | 3 | Line 61–62:Change “ways in which humans create the products, practices, and perspectives they use in order to understand, interact, and take action in the world we share.” to “ways in which humans create cultural products and use culturally based practices and perspectives in order to understand, interact, and take action in a world we all share” | Writers’ Discretion |
| 73 | Kim | 3 | Line 65: Change “the differences among their own cultures and the cultures they study” to “the differences among the cultures they study and their own” | Recommended |
| 74 | Kim | 3 | Lines 67–69: Preferably, it would be better to restore the truncated text to the following “Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. <br>It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief.<er> Tolerance is harmony in difference.”  **(Article 1 - Meaning of tolerance, UNESCO 1995)**  **The text rhetoric must highlight the necessity to using students’ linguistic and cultural background as assets that contribute to enriching their learning and that of their peers in the World Languages & Cultures Classroom. It seems, though, as if the “diverse cultures and languages were stuck in the tolerance phase”** | Writers’ Discretion |
| 75 | Mercado | 4 | Line 112: Chapter 2, Page 4, Chart with the following abbreviations MTSS, RTL2, PBIS, tell what each abbreviation stands for on the chart itself. | Not Recommended |
| 76 | SAILN | 5 | Line 128: Missing the page number | Recommended |
| 77 | Skelton | 5, 56, 70, 76 | Lines 127, 884, 1060, and 1177: do need page number for additional info on UDL. UDL is key, as is differentiated instruction for all types of learners. Reading this chapter I have gained an understanding of key concepts in teaching for social justice, the multi-tiered systems of support as they relate to the WL classroom, ways to support a diverse student population in the WL classroom, and UDL as an approach to planning WL instruction. | Recommended |
| 78 | Payette | 6 | [CDE NOTE: Ms. Payette Chapter 2 of the draft *World Languages Framework* with edits embedded in the text. The suggested edits are listed below, but see the document for the full context of the suggested edits.]  Line 158: Figure 2.3: Multi- <bh>Tiered<eh> System of Support Continuum of Support | Non-Actionable |
| 79 | Payette | 8 | Line 177: This graphic is helpful. Is there a way to elongate columns so that font is larger ? | Recommended |
| 80 | Cheung | 15 | Lines: 241-243: graphic needs to be developed with bullets or deleted. | Not Recommended |
| 81 | Naditz | 16 | Lines 261–265: Please edit vignette 2.1 to reflect world languages standards and content instead of ELA. Much of the vignette can remain, but some changes to consider include: 1. In the background, change the course to be a WL language course (perhaps 1st or 2nd year). 2. change "find reading materials" to "find authentic resources..." and then rewrite the part oabout levels too low/too high, so that instead it talks about being engaging to and meeting the needs of learners functioning at Novice Mid. And for an upcoming reading lesson," change it to "upcoming lesson featuring authentic materials." Change "selected by the eighth grade teachers" to "that represent the theme of the lesson." 3. Adapt the "learner profile" section: for example, it could be "French 1, grade 8, 25 students, including 5 on IEPs..." 4. Define barriers that reflect the WL standards for interpretive communication (and other modes, if appropriate to the activities that learners will engage in). 5. In Goals, change to WL standards and then for the document, choose goals specific to that type of document (infographic, short email, etc.). 6. Only adjust assessments if needed based on the new type of document 7. Step 4: change "with connections to home language" to "and expansion..." Note that the bullet under reciprocal teaching may need support for teachers to see what kinds of roles students functioning at Novice Mid could realistically have. 8. Varied formats of digital text may not work as listed--text-to-speech isn't as widely available in languages other than English.. 9. Rewrite the Feedback and Practice section so that learners are engaged in meaningful practice supporting them to demonstrate their interpretive proficiency in the target language | Writers’ Discretion |
| 82 | Payette | 16 | Line 262: The reader has\* no idea what LTEL is. It is not explained until p. 42. Explain it on p. 16, not p. 42. | Recommended |
| 83 | Skiles | 24–30 | Lines 331–347: Really long. Use bullet points when possible, for example, in Figure 2.9: Poverty and Classroom Engagement––Issues, Practices, and Implementation, each column would be more digestible as bullet points.  Same feedback with figures 2.11-2.17. | Recommended (This will be addressed at the graphic design stage) |
| 84 | Mercado | 26 | Line 337: Chapter 2, Chart Entitled Effort, Under implementation, define Model Growth Mindset | Recommended |
| 85 | Mercado | 27 | Line 339: Chapter 2 Chart and Hope and Growth Mindset | Non-Actionable |
| 86 | Wright | 29 | Line 345: graphic column on Implementation: it states twice “as needed” which is vague for an area pertaining to student support. It would be helpful to have more specific examples of implementation. | Recommended |
| 87 | Mercado | 34 | Line 464: Chapter 2, Figure 2.10, Clarify the counties and numbers of migrant students in those counties. The side chart is difficult to read. | Recommended(This will be addressed at the graphic design stage) |
| 88 | Mercado | 34 | Line 464: Chart figure 2.10 shows the migrant population by region, change the chart to show the region and counties. | Non-Actionable (CDE does not own the image) |
| 89 | Mercado | 34 | Line 464: Chart figure 2.10 Also, the chart on the right side of the page is too small to read. It also should have the current years 2019/2020. | Recommended(This will be addressed at the graphic design stage) |
| 90 | Kim | 36 | Line 487:Figure 2.11: Migrant Students—Issues, Practices, and Implementation of Support **items should be in bullet point** | Recommended (This will be addressed at the graphic design stage) |
| 91 | Kim | 37 | [CDE NOTE: Ms. Kim submitted comments in the form of an image in which certain words were added in red. The suggested edits are listed below, but see the document for the full context of the suggested edits. The images in the original submission were removed for compliance with CDE accessibility requirements for web posting.]  Line 490: Change “parent” to “Parent/guardian” and “parents” to “Parents/guardians” throughout the table. | Recommended |
| 92 | Kim | 37 | Line 490: In the second paragraph in the Implementation column, delete the word “to” in “School staff and leaders reach out to…” | Not Recommended |
| 93 | Kim | 40 | Lines 525–526:Change “how available resources where people live affect what they consume” to “how resources that are available in an area affect what people consume” | Recommended |
| 94 | Kim | 40 | [CDE NOTE: Ms. Kim submitted an image of a sentence. The sentence is written in quotes below, but see the document for the full context. The images in the original submission were removed for compliance with CDE accessibility requirements for web posting.]  Lines 525–526: <br>Line 525 and 526 needs to be rewritten. What is the sentence trying to convey?<er> “As part of a unit on how available resources where people live affect what they consume, students have studied Puerto Rico.” | Writers’ Discretion |
| 95 | Kim | 40 | Lines 525–560:differentiate the narration part from what the teacher does using bullet points. Please see below.  Once she ensures student comprehension of the story, Mrs. Hamm   * distributes a handout to the group. * She explains the students will use the blank story element chart to identify the characters, setting, and plot in the story. * She reminds them of these literary terms (academic language) using an anchor chart on story elements placed alongside their group table. | Recommended |
| 96 | Kim | 40 | Line 530-532: <br>**She**<er> **uses the images in the book as well as models and** <br>**Total Physical Response (TPR)**<er>  **to support comprehension for all of her language learners.** | Not Recommended |
| 97 | Mercado | 41 | Line 549: anchor chart, What is an anchor chart? | Writers’ Discretion |
| 98 | Kim | 41 | Line 578–580 and Lines 581–583: redundancy and repetition | Non-Actionable |
| 99 | Mercado | 42 | Line 556: an element chart, what is an element chart? | Writers’ Discretion |
| 100 | Kim | 42 | Lines 583-585:provide source for statistical numbers of ELs in “Based on English language assessments, one in five students enrolled in California public schools is an English learner (EL). “ | Recommended |
| 101 | Kim | 42 | Lines 589-590: and even accelerated: progress in their <br>English Language Arts/<er> English language development” (ELA/ELD Framework, CDE 2014, p. 888). | Not Recommended |
| 102 | Kim | 42 | Line 607: competencies necessary to be **reclassified** as **fluent English proficient (**<br>**R**<er> **FEP)**. | Recommended |
| 103 | Kim | 43 | Line 617: access to <br>a-g<er> courses. | Not Recommended  (The University of California A-G Policy Resource Guide uses capitals) |
| 104 | Kim | 43 | Line 619: Capitalize “D” and “I” and provide acronym in “Designated ELD” (dELD) and Integrated LED (iELD). (Ref ELA/ELD Framework | Not Recommended |
| 105 | Kim | 43 | Line 629: bear similarities to the <br>American Council on the Teaching of Foreign Languages<er> (*ACTFL) Proficiency Guidelines* | Recommended |
| 106 | Kim | 43 | Lines 632–636 and 637–641: redundancy and repetition | Non-Actionable |
| 107 | Mercado | 44 | Line 645: Mention that SDAIE stands for Specially Designed Academic Instruction in English and that SIOP stands for Sheltered Instruction Observation Protocol. | Writers’ Discretion |
| 108 | Kim | 44 | Line 645: on the table, in the column titled “Practice” put items in bullet point format | Recommended (This will be addressed at the graphic design stage) |
| 109 | Kim | 44 | Line 645: In the Issue column, change “language skills” to “language proficiency,” “regular instructional programs” to “mainstream instructional programs,” “They may not have sufficient knowledge” to “They may have limited knowledge,” and “to be successful in classes” to “to be successful academically” | Writers’ Discretion |
| 110 | Kim | 44 | Line 645: In the Implementation column, change “SDAIE” to “Specially Designed Academic Instruction in English (SDAIE)” and “Plan bridge activities” to “Plan bridging activities” | Writers’ Discretion |
| 111 | Payette | 45 | Line 645: SIOP? This\* should be explained here on p. 45 not on p. 49. Did you explain what SDAIE standas for? | Writers’ Discretion |
| 112 | Mercado | 45 | Line 646: (part of the chart) ELPAC and SBAC, what do these acronyms stand for? (English Language Proficiency Assessment for California and Smarter Balance Assessment Curriculum). | Writers’ Discretion |
| 113 | Kim | 45 | Line 646: In the Issue column, change “A–G” to “a–g” | Not Recommended |
| 114 | Kim | 45 | Line 646: In the Implementation column, change “activities that allow students” to “activities for students” and “A–G” to “a–g” | Not Recommended |
| 115 | Wright | 45 | Lines 737–738: press enter before “A-G graduation requirements” so that this text reads on the same line | Not Recommended |
| 116 | Kim | 46 | Line 648: In the Implementation column, change “bridge activities that allow students” to “bridging activities for students” | Writers’ Discretion |
| 117 | Kim | 47 | Line 650: In the Implementation column, change “bridge activities that allow students” to “bridging activities for students” | Writers’ Discretion |
| 118 | Mercado | 48 | Line 656: Sheltered Emotion Observation Protocol, Is there a difference between the SIOP mentioned on page 44 and this one? | Non-Actionable |
| 119 | Kim | 50 | Lines 735–736: <br>add apostrophe<er>  **These pathways offer multilingual** <br>**students’**<er> | Not Recommended |
| 120 | Kim | 50 | Lines 737–738: “first or an additional language while also completing courses that allow them to meet a-g graduation requirements.” | Not Recommended |
| 121 | Kim | 51 | Line 751: In the Issue column, change “A–G” to “a–g” | Not Recommended |
| 122 | Mercado | 62 | Line 929: when referring to Especial Ed terms such as ADHD and ADD, Please spell out the meaning of these terms. | Recommended |
| 123 | Mercado | 63 | Line 929: In the chart with the name of the student Saisha, In the UDL solution, no making her read aloud to peers change to, Do not make her read aloud. | Recommended |
| 124 | Matchett | 63 | Line 929: first line of graph, 4th column: change "No making" to "Do not ask" (add "to") | Recommended |
| 125 | Matchett | 63 | Line 929: "Quinn" line, 4th column: add "Administer tests page by page as he is ready" | Recommended |
| 126 | Matchett | 63 | Line 929: "Suri" line, 4th column: add "allow to wear district-provided noise-cancelling headphones" | Recommended |
| 127 | Matchett | 64 | Lines 963–964: abbreviate Deaf or Hard of Hearing to DHH (throughout chapter) | Recommended |
| 128 | Matchett | 70 | Line 1073: cite research ("does not enrich their learning") | Recommended |
| 129 | Mercado | 76 | Line 1176: put the page number tor find UDL. | Recommended |
| 130 | Matchett | 72 | Line 1080: 2nd col.: Provide student choice in activities to allow...what? Finish sentence. | Writers’ Discretion |
| 131 | Skiles | 72 | Line 1080: Figure 2.16-- Practice column is cut off. Needs ending to last sentence. | Writers’ Discretion |
| 132 | Wright | 72 | Line 1080: Figure 2.16: under the column on Practice, the last sentence is incomplete: “Provide student choice in activities to allow “ | Writers’ Discretion |
| 133 | Wright | 80 | Line 1216: Correct “gentle” to gently”. Should read “and gently questions about” instead of “and gentle questions about” | Recommended |

## Table 5: Chapter 3: Pathways to Multiliteracy

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 134 | Desalvo | General | The proposed plan or ways to achieve "pathways to multiliteracy" is a good first step in the right direction. Other models need to be explored which best suit the various student learning styles. | Not Recommended (The WL CFCC voted to remove passages concerning student learning styles.) |
| 135 | Fauben | General | NA | Non-Actionable |
| 136 | Hashimoo | General | Of course. | Non-Actionable |
| 137 | Jensen | General | This chapter was clear and to the point. | Non-Actionable |
| 138 | Kleveland | General | Lots of work! | Non-Actionable |
| 139 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 140 | Silva | General | The different pathways outlined in this chapter are very useful and for the first time in a CA WL framework there is a clear definition of the different pathways and expected learner outcomes for each. I believe this will be extremely useful for program/curricula developers and policy makers. If I could make one suggestion, is for the chapter to attempt to more adequately address the issue of “transition” from a grade span to another—elementary to middle school, middle school to high school, especially for immersion programs. If the chapter could provide some “models” or vignettes for effective “bridging” programs for these students for the different grade segments, it would an extremely valuable contribution to the field. One of the greatest issues at this time is the lack of well-articulated middle and high school programs that are designed to continuously move students into higher levels of linguistic, cultural and academic competency in the languages and cultures that they are studying. While the chapter addresses the concept of articulation at the college and university level, it does not seem to provide adequate support for the same kind of articulation in the TK-12 grades. | Writers’ Discretion |
| 141 | Silva | 2 | Line 34: Please see my suggestion below for a minor edit. Line 34-- One way in which California educators meet the needs of the workforce…. I recommend changing the sentence to: One way in which California educators meet the needs of the linguistic and cultural needs of the workforce…. | Writers’ Discretion |
| 142 | Kim | 7 | Line 191–192: singers the description to me seemed more like native speakers not heritage (please review) | Non-Actionable (The topic of native and heritage is not addressed in the cited portion of Chapter 3.) |
| 143 | Kim | 9 | Line 224: Chart: Under TK- 5th/6th, and 6th -8th DLI, revise to include the following:  Develop a broad base of content knowledge <br>and develop linguistic, communicative cultural, and intercultural expertise<er> in English and the TL within DLI program models; Biliteracy Award (certificate, ribbon) | Writers’ Discretion |
| 144 | Kim | 9 | Line 224: Chart: Under 9-12 DLI, add the following:  AP or IB Language Exam in 9th grade <br>or 10th grade as appropriate; L3 study option or specialized coursework in the TL<er> beginning in 10th | Writers’ Discretion |
| 145 | Kim | 10 | Line 244: Chart: Recommend that the column titled “Program Model” be changed to “Program Type” and that the ratios be left out altogether since districts may be implementing different program ratio models or that other models be included (i.e. 70:30) and that an explanation be included for each. It is unusual for large districts to be able to implement the 90:10 model at the secondary level. | Writers’ Discretion |
| 146 | Kim | 10 | Line 244: Chart - Under “Target Language Use Ratio” for all program types change it to the following under Secondary:  Secondary: Optimally 2 -3 class periods in the TL daily. | Writers’ Discretion |
| 147 | Kim | 12 | Line 273: After “...cultures.” add, “The three pillars for Dual Language Education (DLE) are: bilingualism and biliteracy, academic achievement in both program languages, and sociocultural competence | Writers’ Discretion |
| 148 | Kim | 12 | Line 273: Capitalize all words for “Long Term English Learners” | Not Recommended |
| 149 | Kim | 12 | Lines 271 and 273: switch from Dual Language Education to “DLI.” Throughout the document, recommend that we stick to either DLE or DLI. In this case, since the sentence started with DLE, line 273 should be changed to DLE rather than DLI.  **It should be noted in the document introduction that these two terms will be used interchangeably.** | Not Recommended |
| 150 | Kim | 13 | Lines 291–292: **Revise!** Dr. Jose Medina is no longer the Director of Dual Language Education and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. He now serves as founder and Chief Educational Advocate at “Dr. José Medina: Educational Solutions,” his own consulting firm. | Recommended |
| 151 | Kim | 13 | Line 317: Take out “may” | Not Recommended |
| 152 | Kim | 14 | Line 341: add: “...or 70:30 (begin in kindergarten with 70% TL instruction, 30% English). All… | Writers’ Discretion |
| 153 | Kim | 14 | Line 346: Change (50% of each) to “half from each group” | Recommended |
| 154 | Naditz | 46 | Line 1172: insert "successfully" before "completing." | Recommended |
| 155 | Kim | 51 | Line 1298 add topics of daily life activities and include some description of heritage students who learn the language through religious Saturday schools as this language offers some formal language that could be utilized in the classrooms. For example, the majority of the heritage Arabic speaking students come with language that they have learned through their Saturday Religious school through the study of bible or Quran. These studies offer rich linguistic features that often Arabic teachers utilize to teach academic content. This will also apply for students who are studying Hebrew through the bible script. | Writers’ Discretion |
| 156 | Kim | 51 | Line 1305: distinguish Heritage speakers from receptive bilinguals, which could be confusing for some people. Many Heritage speakers are only receptive speakers and they come with a plethora of interpretive skills in listening and reading. These features from this section must be mentioned in the proficiency profiles for Heritage students starting Line 1334 and ending 1353. | Non-Actionable (The suggestion in the comment is addressed in lines 1381–1392.) |
| 157 | Kim | 51 | Line 1309: the statement of Heritage language learners may possess very limited communicative or cultures proficiencies is nor accurate. By definition Heritage Learners are those students who were exposed to the language and cultures from their household or their communities somehow and they do come with rich cultural background from their parents and communities. | Not Recommended |
| 158 | Kim | 52 | Line 1337: Proficiency profiles are very confusing specifically with the two words “tasks” and “Content” | Writers’ Discretion |
| 159 | Kim | 52 | Line 1338: need to differentiate between performance and proficiency levels in those two lines don’t make sense. Suggestion: add as sublevel to line 1337 and 1338 and make sure that proficiency levels and performance level align somehow and make sense for teachers to accomplish. Also, suggestion to mention language bands here. | Not Recommended (The proposed edits would change the intent of this section discussing proficiency profiles.) |
| 160 | Kim | 51 | Line 1341: “stumbling and hesitation” this to me sounds like you are referring to read aloud. This section should be called interpretive reading, then it makes sense that you should eliminate these two words and focus the description on interpreting the language. When students are interpreting a text, we don’t usually hear them stumble or hesitate. | Not Recommended (This language comes from ACTFL, and it does not refer to reading aloud.) |
| 161 | Kim | 51 | Line 1341: Change the word processed in line 1341 to interpreted. | Not Recommended |
| 162 | Kim | 51 | Line 1342–1343: same issue not sure that what is the difference and need to be fixed similar to what I have suggested in Line 1337 | Not Recommended |
| 163 | Kim | 52 | Line 1346:add text type after the word Explain. Lines 1347 and 1348 contradict what you described in line 1346. If someone can narrate, describe then they by definition are at an advanced level, however, it is stated that the communication does not cohere in paragraphs, but rather coordinate ideas in sentences. In this case you must be clear, if you are using the narrate, and describe them using the text type with it. | Not Recommended (It is possible to narrate in strings of sentences at intermediate high language level.) |
| 164 | Kim | 52 | Line 1352:writing does not mirror proficiency in speech, not at all. heritage speakers lack writing skills and usually their speech is much higher than their writing skills. Also, I suggest adding structure to this item, not only there are spelling errors, but grammatical errors. Also, must differentiate between formal and informal language. | Not Recommended (In some languages, like Arabic and Spanish, speech and writing are similar in their overall proficiency, even when accuracy is within the Novice range.) |
| 165 | Kim | 52 | Line 1361: change many formal settings to most formal settings | Not Recommended |
| 166 | Kim | 52 | Line 1368: change the word “topics” to the word “input” | Not Recommended |
| 167 | Kim | 52 | Line 1369: “when speaking <bh>on<eh> formal topics” change to when speaking <bh>In<eh> | Not Recommended |
| 168 | Kim | 52 | Line 1373–1374:it is unclear how will teachers design activities where students link strings of sentences into well-developed paragraph. Teachers use strategies to develop skills for students to link stings of sentences into well-developed <bh>paragraph (not paragraphs)<eh> and then teachers will develop skills for students to develop multiple paragraphs that will develop the main idea and supporting details. | Writers’ Discretion |
| 169 | Kim | 52 | Line 1374: “control for less common structure” does not make sense maybe common structure than less common structure. | Not Recommended (Students have control of common, but not less common, structures.) |
| 170 | Kim | 53 | Line 1411: change “heritage culture” to “target culture” | Not Recommended (The goal is the heritage culture with a wide variety of registers.) |
| 171 | Kim | 59 | Line 1537–1547:the process itself is very vague and does not really show teachers how to present a reading activity. Be specific in line 1539 - how is the teacher structuring the collaborative work with groups? How does this help students interpret the reading? Is he using graphic organizers, and how does he check on understanding and work progress? | Writers’ Discretion |
| 172 | Kim | 59 | Lines 1546–1547: is there an explanation as to why do the teacher decide to read or listen twice, are the two times differentiated. Would it be better to explain how both times are differentiated and are strategically used to make input comprehensible? | Not Recommended (Both tasks are described differently.) |
| 173 | Kim | 56–69 | Lines 1469–1764: I highly suggest giving other examples that will not include explicit use of rifles guns and killing. While I understand that these texts are part of our lessons, lets avoid putting such examples in the framework, and maybe add something more academics that is connected to interdisciplinary topics avoid mentioning killing and use of rifles | No Motion Recommended |

## Table 6: Chapter 4: Overview of the World Languages Standards

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 174 | Desalvo | General | Overall, these are sensible and achievable goals. | Non-Actionable |
| 175 | Frankel | General | Much more simplified and more practical for teachers to implement. | Non-Actionable |
| 176 | Fauben | General | NA | Non-Actionable |
| 177 | Hashimoo | General | Of course, with comparison to standards of other national language standards. | Non-Actionable |
| 178 | Jensen | General | This chapter was the most important for the Framework and perhaps should be the first chapter rather than the fourth chapter, | Not Recommended |
| 179 | Kleveland | General | A Splendid | Non-Actionable |
| 180 | Maroot | General | No comments. Everything looks great. | Non-Actionable |
| 181 | Naditz | General | I appreciate the thoughtful articulation of the many benefits of becoming literate in multiple languages and also the emphasis on the use of the target language and authentic materials. These features of this chapter will be very supportive to our practitioners. | Non-Actionable |
| 182 | Silva | General | The chapter provides a great overview of the standards and the charts are very useful in supporting readers to understanding the various concepts and proficiency levels embedded in the standards. My only question is why the Standards are not in chapter II in the sense that they provide context and prepare the reader to understand the focus of the other chapters in the framework. | No Motion Recommended |
| 183 | Skelton | General | Makes clear the 2019 Standards. I have gained a better understanding of the WL Standards components, the coding system, the alignment with CCSS, the research behind the standards, and how the standards guide WL curriculum, planning, and instruction. | Non-Actionable |
| 184 | Tussing | General | The core elements from the Cultures Standard is only alluded to as a list of elements: perspectives, practices and products. Standard II asks that students demonstrate an awareness between the perspectives and the practices and the perspectives and the products of a culture. This focus requires that students can relate to the perspectives as they are represented in the practices and in the products of a culture. This focus needs to be further developed in the Framework. This chapter omits an important group of stakeholders - those in post-secondary programs. Those who prepare future teachers need to be part of this Framework in order to reinforce the goals presented here.Members of the business communities who hire the graduates of the programs described here also need to be included if the goals are to be reached. The focus of the document is to interact with a variety of communities. This concept needs to be expanded in the Framework. | Writers’ Discretion |
| 185 | Kim | General | I have reviewed this chapter and no major changes in needed. However, some of the items in this chapter is not reflected in the examples provided. So, make sure that in the past and today examples mentioned in P. 6 are shown throughout the examples in the framework. It seems some of the examples mentioned were taken from the past standards which are different. Utilizing technology should be approached very strategic, and ISTE standards should be reviewed. | Writers’ Discretion |
| 186 | SAILN | 2 | Line 36: Comma after “culture” and before “and” since use a comma after the second in a list in line 46. Keep consistent. | Recommended |
| 187 | SAILN | 2 | Line 50: Should “world languages” be made possessive since it is the kind of instruction? | Not Recommended |
| 188 | SAILN | 2 | Line 53: Same issue as above: “world languages” teachers: should this be possessive? | Not Recommended |
| 189 | SAILN | 2 | Line 61: Should “world languages” be made possessive? | Not Recommended |
| 190 | SAILN | 3 | Line 66: Comma after “English” to set off the phrase beginning with “if” | Not Recommended |
| 191 | Fan | 3 | Line 88: definition of "stakeholders" should include community | Not Recommended (not a definition) |
| 192 | Robison | 4 | Lines 102 and 105: Lines 102 and 105 repeat "not designed to be exhaustive list", | Writers’ Discretion |
| 193 | Vossen | 4 | Lines 106–119: Add a point on how to help students avoid making or reinforcing stereotypes about cultural products, practices and perspectives. Explain how to guide students to analyze archetypes rather than stereotypes and to focus on the practices, products, and perspectives of the specific people mentioned or shown in the images, articles, or video. | Writers’ Discretion |
| 194 | Robison | 5 | Line 130: remove the word "new", | Writers’ Discretion |
| 195 | Salsig | 5 | Line 153: Change "achieving specific purposes" to "achieving specific purposes, such as the following functions" | Writers’ Discretion |
| 196 | Robison | 5 | Line 153: is missing the close parenthesis, | Recommended |
| 197 | Fan | 5 | Line 155: end parenthesis missing from second to the last paragraph | Recommended |
| 198 | SAILN | 7 | Line 178: More recent research on this? 2000 is almost 20 years ago. This makes the findings seem dated. | Writers’ Discretion |
| 199 | Robison | 6 | Line 180: Comprehensible Input (CI) should be in the glossary if it isn't already, but it isn't in bold which leads the reader to think that it isn't. | Recommended |
| 200 | Fan | 7–9 | Lines 191–255: clarify that "authentic material" are presented as is and unaltered | Writers’ Discretion |
| 201 | SAILN | 8 | Line 223: Should “other” be plural, i.e. “others”? | Recommended |
| 202 | SAILN | 8 | Line 229: There is always be a comma before “which”. To avoid, use “that”. | Writers’ Discretion |
| 203 | Salsig | 11 | Line 280: Change "standards" to "standard" | Recommended |
| 204 | SAILN | 11 | Line 280: “standards” should be singular “standard” | Recommended |
| 205 | SAILN | 11 | Line 285: In the table, column 3, Advanced, third line from the bottom “that are…” should be “that is…” | Not Recommended |
| 206 | SAILN | 11 | Line 283: Comma after “read” because listing | Recommended |
| 207 | SAILN | 13 | Line 310: Comma after “experience” to set off the next phrase | Recommended |
| 208 | SAILN | 13 | Line 314: Comma after “proficiency” to set off the following “if” phrase | Not Recommended |
| 209 | SAILN | 13 | Line 331: Place “frequently” after “communicate”. In its current form, it’s a split infinitive. | Not Recommended |
| 210 | SAILN | 15 | Lines 350–353: Awkward sentence structure with use of a hyphen. Restructure, remove hyphen. | Writers’ Discretion |
| 211 | SAILN | 15 | Lines 350–353: The verb “is” doesn’t correspond to the “broadly literate studentS”. | Writers’ Discretion |
| 212 | SAILN | 16 | Line 387: Double quotation marks do not correspond to ones above. | Recommended |
| 213 | SAILN | 16 | Line 391: Comma after “Standards” | Recommended |
| 214 | Cavaillé | 16 | Line 405: Although the term "target language" is used many times previous to Paragraph 3 on page 17, I wonder if readers will automatically make the connection that the "TL" designation used from this point on means "target language"? Maybe the first time the abbreviation is used, you could put "target language" in parentheses after it. | Recommended |
| 215 | SAILN | 17 | Lines 420–421: Fig 4.6, 3. Integration of Knowledge: comma after “(ASL)” | Recommended |
| 216 | SAILN | 17 | Lines 420–421: Fig 4.6, Production and Distribution of Writing: comma after “edit” | Recommended |
| 217 | SAILN | 21 | Line 466: Place “intentionally” before “to”. It is currently a split infinitive. | Recommended |
| 218 | SAILN | 23 | Line 474: Fig 4.7, Revised Bloom’s Taxonomy - Either remove the “)” after “conclusion” or add the missing “(“ where appropriate before it | Recommended |
| 219 | SAILN | 23 | Line 474: Fig 4.7, Revised Bloom’s Taxonomy: “contrast” should be divided as “con-“ and “trast” | Not Recommended (Formatting will be addressed at the graphic design stage) |
| 220 | SAILN | 24 | Line 474: Fig 4.7, Webb’s DOK Level 2: compare should be divided “com-“ and “pare” | Not Recommended |
| 221 | SAILN | 24 | Line 474: Fig 4.7, Webb’s DOK Level 3: interrelationship should be divided “interrelation-“ and “ships” | Not Recommended |
| 222 | SAILN | 24 | Line 474: Fig 4.7, Webb’s DOK Level 4: abstract should be divided “ab-“ and “stract” | Not Recommended |
| 223 | SAILN | 25 | Line 474: Fig 4.7, Revised Bloom’s Taxonomy: inconsistencies should be divided “inconsisten-“ and “cies” | Not Recommended |
| 224 | SAILN | 25 | Line 474: Fig 4.7, Revised Bloom’s Taxonomy: “struc” needs a hyphen since it is a divided word | Not Recommended |
| 225 | SAILN | 25 | Line 474: Fig 4.7, Webb’s DOK Level 3: reasonableness should be divided “reasonable-“ and “ness) | Not Recommended |
| 226 | SAILN | 27 | Line 492: Ital. “The Language Educator” | Recommended |
| 227 | SAILN | 27 | Line 498: Comma after “Practices” | Recommended |
| 228 | SAILN | 27 | Line 500: Comma after “explain” | Recommended |
| 229 | Salsig | 29 | Line 518: Change "Step Two––Identify Levels of Thinking Skills" to "Step Two––Identify Levels of Thinking Skills and Linguistic Functions" | Writers’ Discretion |
| 230 | Salsig | 29 | Line 518: Change "Verbs (skills/“levels of reasoning”) to Verbs (linguistic functions/“levels of reasoning”) | Writers’ Discretion |
| 231 | Salsig | 30 | Line 527: Change "a range of thinking skills" to "a range of thinking skills and linguistic functions" | Writers’ Discretion |
| 232 | SAILN | 30 | Line 521: Knowledge: under Identify, to remain consistent, put a comma after “perspectives” | Recommended |
| 233 | SAILN | 30 | Line 521: Reasoning: “the relationship of the practices and perspectives” should be “the relationship betweenthe practices and perspectives” | Recommended |
| 234 | SAILN | 31 | Line 531: World Languages Examples: place “successfully” after “complete”. It is currently a split infinitive. | Not Recommended |
| 235 | Salsig | 31 | Line 531: Change "Verbs for Target Type" to "Verbs and Functions for Target Type" | Writers’ Discretion |
| 236 | Salsig | 31 | Line 531: Change "Example Verbs for Target" to "Example Verbs (Functions) for Target" | Writers’ Discretion |
| 237 | Salsig | 32 | Line 537: Change: "a Novice language learner can" to "a Novice language learner can perform the following functions:" | Writers’ Discretion |
| 238 | SAILN | 32 | Line 534: Capitalize “figure” | Recommended |
| 239 | SAILN | 32 | Line 535: Should “world languages” be made possessive? | Not Recommended |
| 240 | SAILN | 33 | Line 551: Place a comma after “languages” | Recommended |
| 241 | SAILN | 33 | Line 552: Place a comma after “heritage” | Recommended |

## Table 7: Chapter 5: Implementing High-Quality World Languages Instruction

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 242 | Cobos | General | I approve the suggestions and I like the example of using the poem El parque by Elizabeth Millan to teach vocabulary and grammar in context. | Non-Actionable |
| 243 | Desalvo | General | More emphasis on the growing role of technology and online teaching need to be considered because technology-mediated instruction permeates purely classroom, hybrid and completely online courses. | Writers’ Discretion |
| 244 | Jensen | General | This chapter is good. | Non-Actionable |
| 245 | Kleveland | General | Useful | Non-Actionable |
| 246 | Maroot | General | No comments. Everything looks good | Non-Actionable |
| 247 | Hashimoo | General | Of course. | Non-Actionable |
| 248 | Silva | General | Note: I may have missed it, but shouldn't the concept of Gradual Release of Responsibility (GRR) be included as a strategy in this chapter? | Writers’ Discretion |
| 249 | Tussing | General | There are a variety of documents that have influenced the Framework. It may be necessary to use certain terms as they are quoted from other documents. However the focus needs to be NOT on developing skills, a term connected to a variety of approaches used in the past, but on developing and expanding competencies that can reach a variety of student needs that are not defined by past approaches. | Writers’ Discretion |
| 250 | Silva | General | The instructional vignettes in the different languages are the strength of this chapter. The inclusion of the Sustainable Goals is also and asset and will greatly assist WL educators to plan instruction supporting global competence and social justice. These goals work across all grade levels and pathways described in earlier chapters. The suggestions for Advanced Placement courses and the integrations of language, literature and culture are also very useful. The Integrated Performance Tasks are also very effective as are the suggestions for using authentic resources. This chapter provides an array of very vivid examples of how to translate the standards into the classroom and tailor instructional strategies and assessment tasks for diverse learners and as such make a valuable contribution to the profession in these areas. The SAMR model is also an effective tool for integrating technology into instruction and the examples for translating it to instructional practices are exemplary. Again, this chapter provides a great roadmap for professional learning programs and I hope that these programs will start with the rollout of the framework since several of the concepts and suggested practices may be new for a large number of WL educators in California. | Non-Actionable |
| 251 | Varela | General | The Unit and Lesson Design section is very useful. It would be helpful to have a CDE-approved exemplar of a unit or curriculum guide template that has all suggested fields to input information. Other states have them (Ohio, NJ, FL). It would be a great tool to advance the revisiting and revisions of units and curriculum guides when World Languages educators begin to update their curriculum guides with the new Standards and Framework. The SAMR section is vital. The visuals and examples given are very helpful. | Not Recommended (Using a variety of formats is intentional, in order to better represent an array of approaches.) |
| 252 | Williams | General | Positive Highlights: \*The examples in the snapshots 5.1, 5.2, 5.3 and 5.5 are appreciated as UDL in practice (varied ways to plan). | Non-Actionable |
| 253 | Saito-Abbott | 1 | Line 5: Chapter 5 Line 5:Universal Design for Learning (UDL) needs to link to a definition | Recommended |
| 254 | Nishimura | 1 | Line 20: Change “assessing” to “evaluating” | Not Recommended (The WL Framework writers pointed out that assessing is gathering information, which is different from evaluation.) |
| 255 | Fauben | 1 | Lines 5–23: Suggestion: \* Add in objectives: 'Explain the benefit of creating relevancy and fostering disciplinary literacy through instruction crosswalks'. | Not Recommended (This topic is not part of this chapter.) |
| 256 | Fauben | 1 | Lines 24–31: Suggestion: \*Add in content: 'Use of high impact instruction - creating the environment for learning /planning /concept-based constructivism. | Not Recommended (This topic is not part of this chapter.) |
| 257 | Bosson | 1–8 | very clear and well organized | Non-Actionable |
| 258 | McNabb | 2 | Line 45: Learning Plan and learning episodes; Learning episode is in the glossary. Not Learning Plan. What is the difference with lesson plan? lesson segment? Please define | Recommended |
| 259 | Raines | 2 | Lines 52–73: I liked the organization of "Guidelines of Universal Design for Learning" and "Unit and Lesson Design". I liked that teachers were provided examples for backwards planning using essential questions, IB, and AP themes. | Non-Actionable |
| 260 | McNabb | 3 | Lines 53–57: Avoid repetition of “multi means of engagement” | Recommended |
| 261 | Saito-Abbott | 3 | Lines 67–72: Some of them are highlighted in blue and some of them are not and do not know the intent. | Recommended |
| 262 | McNabb | 3 | Line 67: Guidelines: Stimulating Interest = upper case | Recommended |
| 263 | Nishimura | 3 | Lines 65–66: Add an explanation why some bullet points are bold | Not Recommended (This is a formatting issue.) |
| 264 | Nishimura | 3 | Lines 67–68: Add “Awareness” | Not Recommended |
| 265 | Nishimura | 5 | Line 72: Provide some visuals to synthesize Access, Build, Internalize | Non-Actionable |
| 266 | McNabb | 6 | 105 she capitalizes ON not of | Recommended |
| 267 | Nishimura | 6 | Line 80 and line 125: Provide the same template for Snapshot 5.1 and Snapshot 5.2 | Not Recommended (Using a variety of formats is intentional, in order to better represent an array of approaches.) |
| 268 | Nishimura | 6 | Line 80 and line 125: Provide some chart that shows the relationship between UDL and Snapshot 5.1 and Snapshot 5.2 | Non-Actionable (It is not clear how a chart might show this relationship, and none was provided.) |
| 269 | Nishimura | 6 | Line 80: Provide content for Snapshot 5.1 | Non-Actionable (Snapshot 5.1 has over two pages of content.) |
| 270 | McNabb | 6 | Lines 91–107: Use of ALL of Mrs Gautier's students.. Why not simply "Mrs Gautier's students" . We rarely have ALL our students knowing everything! | Recommended |
| 271 | Kim | 7 | Line 114: Check capitalization | Recommended |
| 272 | Kim | 7 | Line 115: uses the language from old standards not new one | Recommended |
| 273 | Woo et al. | 8 | Line 124: the chart - It seems that the tier level and the proficiency level don’t match | Non-Actionable |
| 274 | Woo et al. | 8 | Line 124: Tiered Learning Plan - used in the same class? (explain the background for teachers, DI in one class or cambo class ) | Recommended |
| 275 | Woo et al. | 8 | Line 124: (Tiered assignment chart) Content presented may be intimidating and overwhelming especially to a new teacher. It would be better if the information is broken up. Perhaps we can use bullet points or hyperlinks, additional space in between ideas, and color/different font to break it up. | Recommended (Formatting that enhances readability will occur at the graphic design stage.) |
| 276 | Kim | 8 | Line 124: Intermediate Mid will create a poster and Intermediate low will create a mini catalog does not seem appropriate levels / produces. I would switch the products posters for IL and Mini catalog for IM | Not Recommended (The WL Framework writers have confirmed tasks are appropriate.) |
| 277 | Huang, Ching-fen | 8 | Line 124: third column description of TIER 3 ASSIGNMENT, Intermediate Low, end of Line 2: Should this be Tier 3 instead of Tier 1? | Writers’ Discretion |
| 278 | Bosson | 8 | Line 124: After snapshot 5.1 on line 124, I think a brief, explicit summary of how Mrs. Gautier's lesson integrates the elements of UDL described above would be beneficial. | Recommended |
| 279 | Woo et al. | 9 | Snapshot 1 and 2 should have similar format | Recommended |
| 280 | Nishimura | 9 | Line 125: Change “activities” to “episodes” | Not Recommended |
| 281 | Woo et al. | 10 | Line 170–171: the example Ms. Chen used about “Chinese are too busy during their leisure time” sounded not accurate depicting the culture in general. Maybe change it to “Chinese people in this reading/context are too busy during their leisure time.” | Writers’ Discretion |
| 282 | Saito-Abbott | 10 | Line 170: (中国人的休闲时间-太忙 (She tells her students that the Chinese are too busy during their leisure time, a cultural difference that may surprise her students). Format need to change | Recommended |
| 283 | Woo et al. | 11 | No line number provided: intermediate level -the piece be too challenging? | Not Recommended |
| 284 | Saito-Abbott | 11 | Line 215: http://youtube.com/watch?v=FJ0AvL45vhc) This link does not work. | Writers’ Discretion |
| 285 | Kim | 12–16 | Lines 214–217: Learning plan is not clear what type of strategies or activities were implemented. The plan itself is not well developed and written as a model learning plan and does not reflect the use of UDL. utilize a UDL templet that reflect an exemplary learning plan. I suggest using Startalk Learning Plans. | Writers’ Discretion |
| 286 | Bosson | 12 | Line 215: While Ms. Chen's learning plans are clear and exemplify a strong, standards aligned learning sequence, I do not see the connection to UDL or MTIS. Can you bold face elements that relate to those two concepts in the table? | Recommended |
| 287 | Shibamiya | 17 | Lines 220–221: In lines 220-221, I think it makes more sense to say: An essential part of effective planning is backward planning, where... | Recommended |
| 288 | Williams | 17 | Lines 226–228: Changes suggested: the role of teacher as “designer” is beautifully described on page 17 lines 226 to 228. I would suggest placing the “box” earlier in the chapter, perhaps in the introduction page 2 after line 38. | Not Recommended |
| 289 | Nishimura | 17 | Line 236: Add “numbers are corresponding to the same topics.” | Writers’ Discretion |
| 290 | Bosson | 18 | Line 237: I love the clear examples. | Non-Actionable |
| 291 | McNabb | 21–22 | 253-257 Repetition of the same concept | Non-Actionable |
| 292 | McNabb | 22 | 263-272 Subject matter and Essential questions: add the importance of vertical alignment in the curriculum | Writers’ Discretion |
| 293 | McNabb | 22 | 276 Advanced Placement is often spelled Advance Placement throughout several chapters | Recommended |
| 294 | Perez | 23 | Lines 276–292: Starting Line 278 \_ Would it be possible to change the AP Units for the Spanish Language and Culture to reflect the newest ones published by the AP College Board? (Please see below the newest titles) Unit 1: Families in Different Societies Unit 2: The Influence of Language and Culture on Identity Unit 3: Influences of Beauty and Art Unit 4: How Science and Technology Affect Our Lives Unit 5: Factors That Impact the Quality of Life Unit 6: Environmental, Political, and Societal Changes Thank you for all you do! | Writers’ Discretion |
| 295 | Nishimura | 26 | Line 283: Add “may” after “Teachers” | Writers’ Discretion |
| 296 | Bosson | 28 | Lines 351–352: the language feels repetitive when followed by the intro on Line 354. Consider modifying for redundancy. Love the SAMR examples by proficiency range. | Writers’ Discretion |
| 297 | Kim | 28 | Line 332: explain how would interaction in culturally appropriate way when interacting with epals in Mr. DaCosta’s class also the how is interacting in culturally appropriate way would differ from IH to AL??? I suggest scratching this out. | Writers’ Discretion |
| 298 | Kim | 28 | Line 352: I think there is not more FLES check the new language | Not Recommended (The *WL Framework* writers have confirmed the current reference to FLES is accurate.) |
| 299 | Kim | 30 | Line 392: is not clear how Ms. Shadid can support her students | Writers’ Discretion |
| 300 | McNabb | 30 | Lines 393–394: ??? | Writers’ Discretion |
| 301 | Nishimura | 32 | Line 430: “Communication Standard 4” Where are “Standards 1 to 3” in the previous pages? | Non-Actionable (The discussion is focused on research-based practices. That is why not all standards are addressed in a lesson.) |
| 302 | Nishimura | 32–36 | Line 430–551: Create a table (side by side). One column for Standards, one column for Mrs. Shadid’s descriptions | Non-Actionable |
| 303 | Kim | 33 | Lines 466–469 check the font | Recommended |
| 304 | Nishimura | 36 | Line 540: Add the shaded line for “Connections Standard2” | Recommended |
| 305 | Raines | 37–42 | Lines 560–670: The overview of using authentic resources on lines 560-670 is a nice overview for teachers and a lead-in to Chapters 6 & 7. | Non-Actionable |
| 306 | Shibamiya | 38 | Lines 605–606: In lines 605-606, I would give more examples of real-world tasks like: learners practice carrying out real-world tasks in multiple settings, such as making purchases, asking for directions, or making an appointment. | Writers’ Discretion |
| 307 | McNabb | 38 | Line 615: target-culture audiences: or more likely, especially at novice and intermediate levels, by "sympathetic listeners" | Not Recommended |
| 308 | McNabb | 38 | Line 623: who teaches | Recommended |
| 309 | Williams | 39 | Line 627: Check: Snapshot 5.4 is missing (?) or 5.5 is mis-numbered . I was not able to find Snapshot 5.4 | Recommended (This is a formatting issue.) |
| 310 | Williams | 43–58 | Lines 658–1036: \* Technology that Enhances Instruction section (pages 43 -58 lines 658 through1036) is critical to emphasize the appropriate use of technology with clear examples , guidelines and resources. | Non-Actionable |
| 311 | Kim | 43 | No lines references: I suggest someone from technology review this portion. | Non-Actionable |
| 312 | Naditz | 44 | Line 690: continue this paragraph with the following: "However, it is important to use even greater caution if students' faces--or other identifying features, such as a sports jersey with their school and number-- will be visible or their voices heard through a recording, as commonly occurs when students create videos for presentational speaking or signing activities. In these cases, express written permission by the students' guardians is generally required, unless the students' work will never be shared beyond the classroom (even if their names are not included in the video). | Recommended |
| 313 | Raines | 45 | Line 732: Figure 5.9 needs more clarification in the "Subsitution" and "Augmentation" categories. Concept Substitution Augmentation Modification Redefinition Examples "Students use a digital or online drawing tool/platform to create their family tree." and "Students add digital photos and other images available online to their family tree." | Writers’ Discretion |
| 314 | Nishimura | 46 | Line 732-733: What are the top and bottom boxes? Need descriptions or titles? | Writers’ Discretion |

## Table 8: Chapter 6: Teaching the Communication Standards

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 315 | DeLeuw | General | I really like the quotes in the blue boxes as well as the many graphic organizers and lists provided to present the information. Also, the specific examples are very helpful to the reader of what is currently practiced now. | Non-Actionable |
| 316 | Silva | General | The clear writing and explicit examples makes this chapter a valuable resource for all current world language educators, but also for prospective teachers of world languages and cultures. I can see this chapter being a valuable document to be used in teacher preparation programs to teach the communication standards, since it is often one of the most challenging for novice teachers to internalize and implement. I find the icons for the different modes of communication appropriate and useful for both professional learning program activities to identify the modes and also for instructional resources. The inclusion of the High Leverage Teaching Practices is most appropriate in this chapter and again, will be a great organizing principle for professional learning and teacher education programs. Below are a few suggestions for minor edits. | Non-Actionable |
| 317 | Desalvo | General | Continued support for the teaching of world languages through the communicative approach stressing situational proficiency when it comes, for example, to oral proficiency based on clear guidelines, such as ACTFL. | Non-Actionable |
| 318 | Fauben | General | NA | Non-Actionable |
| 319 | Frankel | General | Excellent, gives some freedom and variety/diversity | Non-Actionable |
| 320 | Frink | General | Thorough depiction of UDL | Non-Actionable |
| 321 | Harris | General | I find that the new standards are very encouraging for me because I practice many of the expectations already. I'm encouraged even more to incorporate the rest of the expectations in my classroom, especially now that my school district is planning to adopt a new textbook. I am concerned that the "new" textbook won't be up to date on the new standards. There isn't much I can do about that though in such a large school district. | Non-Actionable |
| 322 | Hashimoo | General | Of course. | Non-Actionable |
| 323 | Jensen | General | This chapter on teaching the communication standards was relevant and thorough. | Non-Actionable |
| 324 | Hurtado | General | After reviewing seven standards that are listed in chapter 6, I confirm that draft World Languages Framework focus on teaching communication in this chapter are well organized and written effectively and thoroughly to meet the six core objectives. The graphics and precise words are well used, The Modes of Communication: (interpretive), (interpersonal), (presentational). As we see in many subjects areas, Figure 6.1 briefly outlines the six High Leverage Teaching Practices( HLTP) and offers selected examples of each in WL classroom. These practices are very effective as they demonstrated in High-Leverage Teaching Practice 4: Focusing on Form in a Dialogic Context Through PACE: Presentation: Attention: Co-construction: Extension: | Non-Actionable |
| 325 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 326 | Varela | General | Overall, it is a well-written chapter. Things to consider: Including images, visuals of exemplars would greatly help with interpreting this chapter's examples of lessons. | Recommended (This will be addressed at the graphic design stage.) |
| 327 | Williams | General | Positive Highlights: Easy to follow, and engaging as i can see my teacher practice and wherewill need to plan for changes. I found the "High Leverage Teacher Practices" a positive way to “welcome” all teachers to the communication chapter! Also, the teacher self assessment highlight boxes are good reminders that this is not just a “read- through text” ...and forget- but a read and reflect- then hopefully apply to our practice text. | Non-Actionable |
| 328 | Williams | General | I also found the charts of sample language functions by proficiency range to be useful as a quick reference for planning and as a point for PLC discussion, as described in Snapshot 6.4 | Non-Actionable |
| 329 | Kim | General | Settings for communication: What are the suggestions for diglossic languages like Arabic and Armenian? Do you teach settings for the dialects spoken in everyday life? The formal? These questions need to be addressed to inform educators in the field and providing research that backs each claim. | Writers’ Discretion |
| 330 | Kim | General | **The PACE Model**: Is the focus on teachers doing or students doing? | Non-Actionable |
| 331 | Anderson | 2 | Line 28: Add a section of explanation of " backward design" | Recommended |
| 332 | Anderson | 2 | Line 29: Add the first two stages of backward design: " identify the desired results, determine acceptable evidence" before "and design learning experiences that ...." | Writers’ Discretion |
| 333 | Anderson | 2 | Line 29: Add the phrase " For more information about the backward design, please see ........" | Recommended |
| 334 | SAILN | 2 | Line 46: Source for image | Recommended |
| 335 | SAILN | 2 | Lines 37–42: Use semicolons to list the different communicative modes | Recommended |
| 336 | Robison | 2 | Lines 53–54: Line 54 reads "the six HLTP" but Glisan will admit that there are more than six. The wording should clarify that HLTPs are not restricted to these six. I love the selected examples for the HLTPs. | Writers’ Discretion |
| 337 | Raines | 2 | Line 46: Modes of Communication: I really like the figures that were created for interpretive, interpersonal and presentational! Will these images be available free and open-sourced for use in curriculum development? These images would be really useful for teachers and students to see in textbooks and online curriculum providers' resources so that the activities are easily identifyable. | Non-Actionable |
| 338 | Robison | 2–11 | There is a mistake in the page numbers 2-11 are used twice in the footers. | Recommended (This formatting issue will be addressed in subsequent, revised version.) |
| 339 | DeLeuw | 3 | Line 61: Confirm and Expand - Change to Build and Expand | Writers’ Discretion |
| 340 | DeLeuw | 3 | Line 69: Forced Choice - Change to Either/Or | Not Recommended |
| 341 | Kim | 3 | Lines 66, 67, 74, and 75: **Maybe it should be mentioned that some of the** High-Leverage Teaching Practices are Asset Based. | Writers’ Discretion |
| 342 | Podsednik | 4 | Line 87: might be helpful to mention that lower levels will need to identify main idea in English to demonstrate understanding, higher levels rephrase in TL using their own words | Recommended |
| 343 | Saito-Abbott | 4 | Line 97: Add: Teacher uses the following steps to introduce new structures. | Recommended |
| 344 | Kim | 4 | Line 101–102: **HLTP 4**:How will co-construction work with low-proficiency students? | Not Recommended (Co-construction can be used from day one.) |
| 345 | DeLeuw | 4 | Lines 103–104: Not Grammar Worksheets - Change to Project or Presentation to Demonstrate Learning and Application | Writers’ Discretion |
| 346 | DeLeuw | 5 | Line 120: Include Examples for Oral Corrective Feedback | Recommended |
| 347 | Silva | 6 | Lines 135–136: As suggested earlier, I proposed changing this sentence to: The WL Standards are grounded in the belief that each and every student is capable of learning a world language and culture in addition to English | Recommended |
| 348 | Kozuma | 6 | Line 141: Change "Engagement" to "Representation" to match with the description (line 141 - 142)? Cf. https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/understanding-universal-design-for-learning | Recommended |
| 349 | Kozuma | 6 | Line 143: Change "Representation" to "Action and Expression" ? Cf. above link | Recommended |
| 350 | Kozuma | 6 | Line 145: Change "Action and Expression" to "Engagement" ? Cf. above link | Recommended |
| 351 | Kim | 6 | Line 162–167: How does the example provided about Latin align with the Novice Mid students? | Writers’ Discretion |
| 352 | Podsednik | 6 | Line 154: clarify definition of language specific demands | Recommended |
| 353 | Kim | 6–7 | Lies 162–169: **Figure 6.11 to infer is skill associated with the intermediate range,** but the example given in Lines 162 to 169 mentioned Novice Mid student of Latin. I do not think that students at that level can “discuss their inferences with their group…” Please review that section. | Writers’ Discretion |
| 354 | Raines | 7 | Line 188: Figure 6.12, I really like the examples that are presented here. | Not actionable |
| 355 | DeLeuw | 8 | Line 208: Viewing - Change to Observing Thank you! | Writers’ Discretion |
| 356 | Podsednik | 8 | Line 215: explain input + 1 someplace to clarify | Recommended |
| 357 | Robison | 9 | Line 255: typo: "in the form or" should read "in the form of". | Recommended |
| 358 | Saito-Abbott | 10 | Line 270-277: Need to be bolded? | Non-Actionable |
| 359 | SAILN | 10 | Line 299: After line 299 page numbering is off (goes from 10 to 2) | Recommended (This formatting issue will be addressed in subsequent, revised version.) |
| 360 | Nishimura | 11 | Line 325–326: Add “Sample Interpretive Activities” (Like FIgure 6.5) | Writers’ Discretion |
| 361 | Salsig | 11 | Line 325: Add list of Functions as recommended by the CAWL Standards Committee. | Recommended |
| 362 | SAILN | 11 | Line 307: Capitalize the word Internet | Not Recommended |
| 363 | Salsig | 11 | Line 326: Change "Sample Functions" to "Sample Function-based tasks". | Not Recommended |
| 364 | Salsig | 11 | Line 327: Underline the Functions: Identify, Match, Sequence, etc. | Recommended |
| 365 | Sparks | 11 | Line 324: Change "describes sample activities" to "describes sample activities based on language functions (purposes) that teachers" | Writers’ Discretion |
| 366 | Sparks | 11 | Line 325: Add list of sample language function terms from The Keys for Planning for Learning (Clementi & Terrill), Appendix K (1st ed.) or Appendix J (2nd ed.), or the general list from the CAWL Standards (2019). | Recommended |
| 367 | Sparks | 11 | Line 326: Change "Functions" to "Function-based activities", change box label to "Function-based activities", Underline functions in box | Not Recommended |
| 368 | Kim | 12 | Lines 328–332: Good examples of adapting tasks and activities. | Non-Actionable |
| 369 | SAILN | 12 | Lines 337–341: Run on sentence | Recommended |
| 370 | SAILN | 13 | Line 366: Comma before and comma after therefore | Recommended |
| 371 | Kim | 13 | Lines 368–377: Where is the culture component in the information gap activity? | Writers’ Discretion |
| 372 | Saito-Abbott | 13 | Line 368: A::B: A and B or A/B | Writers’ Discretion |
| 373 | Kim | 15 | Lines 411–422: A very good transition and connection between the interpretive and interpersonal activities to build and cement the chunks students are learning. **Snapshot 6.1b** | Non-Actionable |
| 374 | Varela | 15 | Line 428: Section 6.5 Sample Interpersonal Activities: Can visuals be included with these activities? What do these suggested activities look like on paper? If visuals cannot be made, are there links to these activities somewhere online? | Not Recommended |
| 375 | Kim | 16 | Line 428: **Speed Dating activity maybe culturally inappropriate for the age and home culture of students** | Writers’ Discretion |
| 376 | Salsig | 16 | Line 428: Figure 6.5: Speed Dating: Add: Students sit facing each other. | Recommended |
| 377 | Salsig | 17 | Line 437: Change "Sample Functions" to "Sample Function-based tasks". | Not Recommended |
| 378 | Salsig | 17 | Line 442: Underline the Functions: Ask for and give an opinion , Share and compare, etc. | Recommended |
| 379 | SAILN | 18 | Line 443: Give page XX number | Recommended |
| 380 | Sparks | 17 | Line 437: Change "Functions" to "Function-based activities" and change box label to "Function-based activities" | Not Recommended |
| 381 | SAILN | 19 | Lines 475–476: Define “phonemes, morphemes, lexemes, syntax, and context” | Recommended |
| 382 | Silva | 19 | Line 488: Like the Teachers’ Self-Assessment box, but I am wondering if the term “teacher” should be changed to “reader” since we hope that the framework will be read by other stakeholders and the “check for understanding” should apply to all readers of the document. | Recommended |
| 383 | Sparks | 21 | Line 515: Change "frequent, small-scale Presentational activities" to "frequent, small-scale spontaneous Presentational activities" | Not Recommended (Most presentational activities are not spontaneous.) |
| 384 | Salsig | 21 | Line 515: Change "By using frequent, small-scale Presentational" to "By using frequent, small-scale spontaneous Presentational" | Not Recommended |
| 385 | SAILN | 21 | Line 525: Comma after the word results and before the word which | Recommended |
| 386 | SAILN | 22 | Lines 534–540: Go from future tense to past tense describing the activity Keep it to close future or present tense | Recommended |
| 387 | SAILN | 22 | Line 547: Comma after the word activities and before the word which | Recommended |
| 388 | Sparks | 22 | Line 549: Change "Functions" to "Function-based activities", change box label to "Function-based activities" Underline functions (Excellent examples!) | Not Recommended |
| 389 | Salsig | 22 | Line 549: Change "Sample Functions" to "Sample Function-based tasks". | Not Recommended |
| 390 | Salsig | 22 | Line 549: Underline the Functions: Create, Prepare, Conduct a demonstration, etc. | Recommended |
| 391 | Williams | 22–29 | Lines 774–923: Finally, Communication Standard 5: (Pages 22 -29 Lines 774–923) were of particular interest to me in addressing the instruction of structures necessary for accurate communication.The PACE chart will be useful to focus on communication versus "grammar rules". | Non-Actionable |
| 392 | Kim | 23 | Lines 554–566: It is important for teachers to keep in mind while creating culminating presentational activities, to incorporate, language, content, and the three elements of culture. | Not Recommended |
| 393 | Kim | 24 | Line 567: A good example of in having IPA in all three modes of communication. **Figure 6.8** | Non-Actionable |
| 394 | SAILN | 23 | Line 567: Give the proficiency level for that activity | Recommended |
| 395 | Varela | 26 | Line 616: The italicized quote says "arbol--porque la poema..." There is a grammatical error. The definite article "la" should be "el" since "poema" is considered a masculine word in Spanish. Correct way the sentence should be written: "arbol--porque el poema..." | Recommended |
| 396 | Kim | 27 | Lines 632–657: **PBLL**: It is helpful to develop curious and independent learners. This model also allows for differentiation in tasks and products. It is important to mention that the interpretive authentic text (Entry Document) needs to **pose a problem** for students to solve/suggest solutions/conclusions. | Recommended |
| 397 | Cavaillé | 30 | Line 720: There's a sentence on page 30 that doesn't make sense to me. It's the first sentence of the first full paragraph: "When planning activities for all three modes of communication consider the settings that members of the target culture use language." Perhaps "that" could be changed to "in which"? | Writers’ Discretion |
| 398 | Salsig | 30 | Line 720: Change "that" to "in which". | Recommended |
| 399 | Hurtado | 30–31 | I agree with the statement page 30-31, | Non-Actionable |
| 400 | Kim | 31 | Line 759: Use the ICC acronym immediately after writing Intercultural Communicative Competence (ICC). **Line 759** | Not Recommended |
| 401 | Kim | 31 | Line 745–772: Connecting Global and Intercultural Communicative……….  **I suggest having this section with the Cultures Standards** | Not Recommended |
| 402 | Cavaillé | 31 | Line 765: paragraph 2: The sentence that begins "Investigate the world.....across the state." Awkward construction | Writers’ Discretion |
| 403 | Salsig | 32 | Line 794: Change "use" to "functions: | Writers’ Discretion |
| 404 | Salsig | 33 | Line 813: Add: "Form follows function." | Writers’ Discretion |
| 405 | Salsig | 33 | Line 814: Change "use" to "function"? | Writers’ Discretion |
| 406 | Podsednik | 34 | Line 850: might clarify that grammar instruction works better within contexts and themes, as opposed to giving a random list of verbs to conjugate or fill in the blank tests | Recommended |
| 407 | Cavaillé | 35 | Line 869: the descriptor under the "P" is awkward. | Recommended |
| 408 | Raines | 37 | Line 879: the phrase, "Edit the Task, Not the Text", is both integral to this document and is familiar to teachers and could incorporate into line 29 of the introduction to hook teachers into the other concepts that are referenced in this chapter. | Non-Actionable |
| 409 | Kim | 37 | Lines 896–914: **6.4: Collegial Conversation about How to Edit the Task, Not the Test.** It pushes teachers to become creative on how toadapt the tasks without altering the authentic text. | Non-Actionable |
| 410 | Hurtado | 40–41 | I strongly feel that one of the most benefits of learning other languages “ | Non-Actionable |
| 411 | Podsednik | 41 | Line 989: will it be clarified in other documents that we cannot expect perfect or close to perfect accuracy on things in lower levels? | Writers’ Discretion |
| 412 | Kim | 40–41 | Line 963: Write out **TL** as Target Language (Line 963,) | Recommended |
| 413 | Kim | 40–41 | Line 976: **Corrective Feedback:** Write out **CF** (Line 976) as Corrective Feedback Line | Recommended |
| 414 | Hurtado | 43 | This statement was explained well in the Introduction and conclusion. | Non-Actionable |

## Table 9: Chapter 7: Teaching the Cultures Standards

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 415 | Desalvo | General | World language instruction cannot be taught in a vacuum and culture needs to be closely tied or integrated into the language proficiency standards. | Non-Actionable |
| 416 | Jensen | General | This chapter was well done. | Non-Actionable |
| 417 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 418 | Frankel | General | Varied and great | Non-Actionable |
| 419 | Hashimoo | General | Of course. | Non-Actionable |
| 420 | Silva | General | Additionally, while all of the concepts proposed in this chapter are valid and grounded in the relevant research literature, the entire chapter would benefit from a “rewrite” that would provide for a more coherent presentation of the concepts and pedagogical practices to the reader. | Writers’ Discretion |
| 421 | Hirsch | General | I found this chapter very informative. It gave me many possible ways to teach culture to my students. I still feel like I need more examples and some help in finding some of the infographics and other materials for lower levels since many textbooks do not include many of the steps and materials suggested in the chapter. I think that by reading this chapter I have begun to think of different ways I might introduce culture to my novice learners. Since textbooks do not usually cover culture in the depth that this chapter suggested that teachers should with products, practices and perspectives, I think that it would take many of us time to amass the number of cultural activities necessary to really get students immersed in culture. | Non-Actionable |
| 422 | Dutson | General | Dear Committee members,  I had the great pleasure of reading a couple of chapters of the World Languages draft framework. They were beautifully written, and they provided very useful examples. Thank you very much for sharing all the great resources. Also, I have a couple of suggestions for Chapter 7: “Teaching the Cultures standards “of the World Languages Framework. 1. I did not see a definition of culture. 2. Would the committee be interested in adding a section on “how to approach culture, so students do not dismiss the target culture as homogenous? For instance, from a cultural studies framework (culture as dynamic, complex and rich), one can formulate a lesson plan on a specific country in the Spanish speaking world that captures its cultural complexity and diversity through a focus on the various languages spoken, social class dynamic, regional, gender /sexuality, ethnic/racial identities, rural/ urban, etc.  Thank you, again for the opportunity to comment and for making the document so accessible. | Writers’ Discretion |
| 423 | Hurtado Part 2 | General | After reviewing seven standards that are listed in chapter 7, I confirm that draft World Languages Framework focus on teaching communication in this chapter are well organized and written effectively and thoroughly to meet the five core objectives. After reading this chapter, I was able to meet the objectives. 1) This is stated well with references in the Introduction: 2) page 3, I agree with this statement for the necessity of Combined with developing students’ linguistic proficiency, language teachers seek to develop their students’ global competence. 3) Four Domains of Global Competence page 4, Graphic image is well connected to explain each quadrant 4) Page 21-22 There are a few examples of various languages, such as Russian, Spanish, French classes as samples of cultural products, practices and perspectives. 5) This is well explained with appropriate Sample Functions for various languages and subcultures in Figure 7.11 as below | Non-Actionable |
| 424 | Fauben | General | NA | Non-Actionable |
| 425 | Silva | 1 | Line 6: 12. Chapter 7—Teaching the Cultural Standard The strength of this chapter lies in the integration of the concepts embedded in the Domains of Global Competence Framework, Interculturality and the framework (triangle) for teaching culture (perspectives, practices and products). This is a new vision for organizing curriculum goals, designing instructional strategies and developing assessment tasks and one that will make the standards “come alive” in the WL classroom. Below as some suggested minor edits for the committee’s consideration: Line 6—I am not sure that there is such a thing as “cultural proficiency.” I would suggest changing the sentence as follows: | Not Recommended (The *WL Framework* writers affirm cultural and intercultural proficiency are recognized within the world languages community.) |
| 426 | DiBello | 1 | Line 13: change "cultural" to "culturally" | Recommended |
| 427 | Forchini | 2 | Line 28: The term World Languages is not capitalized. | Not Recommended |
| 428 | McDowell | 2 | Line 31: Change the word stakeholders so that there is no apostrophe (it does not show possession) | Recommended |
| 429 | Mora | 2 | Line 31: I think the chapter is well explained. In line 31, the apostrophe in stakeholders' should be removed. (The suggestions are being offered TO educators and stakeholders - the "s" is plural, not possessive.) | Recommended |
| 430 | Silva | 2 | Lines 34–35: Same for Line 17. Lines 34 and 35. I am not sure this accurate. I would suggest changing the sentence to: Language is one of primary vehicle by which the people of the world, interact with one another, participate in and transmit social practices and communicate the perspectives of their culture. | Writers’ Discretion |
| 431 | Silva | 2 | Lines 35–36: I suggest eliminating the terms “are the driving force behind the” and substitute them with: “directly link.” | Recommended |
| 432 | Silva | 2 | Lines 37–38: I suggest changing the terms “as the meeting points for content (connections) to other disciplines” to: “as the organizing principle for integrating language with other disciplines.” | Recommended |
| 433 | Payette | 2 | [CDE NOTE: Ms. Payette Chapter 7 of the draft *World Languages Framework* with edits embedded in the text. The suggested edits are listed below, but see the document for the full context of the suggested edits.]  Line 55: I suggest that as you did for the following 4 domains of Global Competence on p. 4, you insert here the graphic of the 3 elements of culture. | Recommended (The WL Framework writers will create a sketch, which will be completed at the graphic design stage.) |
| 434 | Silva | 3 | Line 60: Might the headline read better as: “Interculturality and Communicative Competence in the Cultures Standards” | Writers’ Discretion |
| 435 | Mora | 4 | Line 97: maybe put quotes around "interact" too. | Writers’ Discretion |
| 436 | DiBello | 4 | Lines 99–101: add quotation marks to domain names: "Investigate the World," "Recognize Perspectives," "Communicate Ideas," and "Take Action." | Recommended |
| 437 | DiBello | 5 | Lines 116–17: needs clarification. | Recommended |
| 438 | Cavaillé | 6 | Line 128: Take out "my" in "Recognize Perspectives" indicators. | Recommended |
| 439 | Mearns | 6 | Line 128: Recognize Perspectives: “Identify my personal perspectives” Replace “my with “their.” | Recommended |
| 440 | Cavaillé | 8 | Line 145: last line, change "set" to "sets". | Recommended |
| 441 | DiBello | 8 | Line 145: change "set" to "sets" | Recommended |
| 442 | Podsednik | 8 | Line 156: might be worth mentioning that in lower levels, they can demonstrate comprehension of authentic texts by writing the main idea in English | Writers’ Discretion |
| 443 | DiBello | 8 | Line 158: after "authentic" add the word "texts" or "materials" | Recommended |
| 444 | Cavaillé | 8 | Line 158: Paragraph 2: line 2, after "authentic" -- texts? | Recommended |
| 445 | Cavaillé | 8 | Line 168: change "select" to "selected". | Recommended |
| 446 | Payette | 8 | Line 172: Finally, the students work as a group to prepare a public service announcement or print media publicity campaign to draw attention to the issue and<bh>, if possible,<eh> to recommend solutions (Presentational).  (Some issues (immigration) are so complex,students are taking action simply by bringing to the public’s attention various perspectives on the issue. Raising awareness is a laudable goal in such instances.) | Writers’ Discretion |
| 447 | Mearns | 10 | Line 225: “lexicon” could use a Glossary entry. | Recommended |
| 448 | Forchini | 10 | Lines 229–233: The use us tu vs. usted is mentioned, the use of the formal vs. informal address, as compared to English. I would just like to point out that the use of Usted in Spain is uncommon, and it is a major difference between Latin American Spanish and Castillian. Students in Spain call their teachers by their first names and use the informal tu adress. The suggested edit would be to add "Latin American" to the term Spanish when providing the example of informal vs informal address, so we are not overgeneralizing Spanish culture. | Writers’ Discretion |
| 449 | Ceja | 11 | Line 240: In Cultural Standard 1 : Cultural appropriate interaction, line 240 references to using authentic video clips showing interactions among target culture groups. This allows teacher and students access significant aspects within the target culture. I use the same example and technic given in this chapter. In the Novice range first it is important to remind students to keep and open mind and remind them that they are learning about other cultures around the world and comparing it to their own culture. Also let them know that there will be assumption and judgement ; however, respect needs to also be keep in perspective. One example is ways to greet, to us it’s probably not a big deal to not greet certain people with a “hi, good morning, good afternoon”, however in other countries it could be seen or taken as impolite to not greet someone. | Writers’ Discretion |
| 450 | Ceja | 13 | Lines 307–312: mention interpretive mode, this mode encourage learners to recognize, examine, and interpret the shapes, colors, textures, flavors, smells and sounds of the target culture products. For example, playing a authentic video clip with no sound and have students take notes on the event in the clip by observing the people’s face gestures and body expressions. In the chapter the teacher has the students sort the images into positive and negative reaction categories. The video is played a second time with sound. This time the students have an opportunity to revise and sort the images again. It’s obvious that the practice here is the practice of cultural practice and behavior. | Writers’ Discretion |
| 451 | Ceja | 14 | Lines 331–337: mentions Interpersonal and presentational modes, mentions how the students put in what they learned about the target culture products, practices, and perspectives in the Interpretive mode. For example, teachers need to be aware multifaceted nature of target cultures, students that are from the same speaking countries vary in their intricately different cultures. It is mentioned that from the begging of the students language studies they need to be guide through the exploration of regional differences within the target language diaspora. | Writers’ Discretion |
| 452 | McDowell | 14 | Line 343: Change "in spite of sharing" to "despite sharing" | Recommended |
| 453 | Mearns | 15 | Line 364: “How does one use it” implies that all practices are tied to a product. | Writers’ Discretion |
| 454 | Forchini | 16 | Line 380: I love the new cultural iceberg graphic and would like to see versions of this made into the languages we teach. | Recommended (The WL Framework writers will create a sketch, which will be completed at the graphic design stage.) |
| 455 | Kiuchi | 17 | Lines 398–397: Delete one of the shaded box since it is the same one as above.  Also add space between perspectives and products. | Not Recommended |
| 456 | DiBello | 18 | Lines 414–415: "This should go before this section..." needs to be edited. | Recommended |
| 457 | McDowell | 18 | Lines 414–415: This should go... (Delete?) | Recommended |
| 458 | Mearns | 18 | Lines 413–415: Is this supposed to be in the Framework or is it a note on organization. | Recommended |
| 459 | Mearns | 18 | Line 415: “learn culture in the target-language dictum” is not very comprehensible. | Writers’ Discretion |
| 460 | Mearns | 18 | Line 425: <bs>~~one~~<es>some | Recommended |
| 461 | Kiuchi | 19 | Line 441: original: Playing target culture musical instrument: change/add/suggestion: Add target culture songs? | Writers’ Discretion |
| 462 | Silva | 21 | Line 488: Like the Teachers’ Self- Explain the relationship between communicative proficiency and cultural competency. | Non-Actionable |
| 463 | Mearns | 21 | Line 502: The header is about Russian school culture, but from this line on it should be separate and not in the same box. | Writers’ Discretion |
| 464 | Cavaillé | 23 | Line 556: In the paragraph under the Figure 7.8, line 2, change "there" to "they". | Recommended |
| 465 | Payette | 26 | Line 633: grammar error: to correct, eliminate “is” from this line | Recommended |
| 466 | Podsednik | 27 | Line 665: worth mentioning that language production at this level will have errors but the goal of communication is key and to expect errors and not over correct when students work with difficult prompts | Writers’ Discretion |
| 467 | Payette | 27 | Lines 651–652: <bh>*Why d*<eh> *oes where we live affect what we eat? a*nd <bh>*Why d*<eh> *oes the size of our family affect what we eat?*  As originally written, these 2 previous questions are not logical. They begin as yes/no questions followed by “why” in the same question. Either state as suggested or ask the follow up question to both: Why not? If you assume everyone will answer “Yes”, then it’s really not a question. | Writers’ Discretion |
| 468 | Mora | 32 | Lines 789–795: while good, seem out of place - just randomly placed there. I think a better spot is possible right before the conclusion. | Writers’ Discretion |
| 469 | Forchini Part 1 | 35 | Lines 882–883: Tt is typical to eat pizza with a fork and knife in Europe. That is true. IT IS NOT TYPICAL TO EAT PIZZA DRIZZLED WITH MAYONNAISE. I have never seen this done anywhere in Europe . A better example is that in Europe, there is usually no ketchup, and people eat french fries with mayonnaise. This is pretty standard in all European countries. | Writers’ Discretion |
| 470 | Payette | 35 | Line 877: preferred spelling is “judgment” | Recommended |
| 471 | Payette | 36 | Line 915: Where is this written? Where does this come from? | Writers’ Discretion |
| 472 | Kiuchi | 35 | Line 983: original: With your mouth open: change/add/suggestion: Slurping is ok, but i don’t think eating with your mouth open is not considered appropriate. | Writers’ Discretion |
| 473 | Payette | 38 | Line 977: smaller, not larger | Recommended |

## Table 10: Chapter 8: Teaching the Connections Standards

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 474 | Cheung | General | Voice is different from earlier sections. Parallel it to chapter 2. Clarify and simplify writing. Reduce repetition in sentences and paragraphs. This comment is for the entire section. The sentences are too complex for a rushed teacher to read and apply quickly. | Recommended |
| 475 | Desalvo | General | This is perhaps the most difficult standard to achieve at the program level because students are often unable to sufficiently articulate the connections between what they have learned and how these connections apply to our disciplines or lines of thinking. I suspect that the connections standards will need to be tweaked based on student success rates. | Non-Actionable |
| 476 | Fauben | General | NA | Non-Actionable |
| 477 | Frankel | General | This one is always a bit difficult within classroom context but the standards give many choices. | Non-Actionable |
| 478 | Hashimoo | General | Connect to scientific research in all disciplines. | Non-Actionable |
| 479 | Jensen | General | This chapter was also well done. | Non-Actionable |
| 480 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 481 | Tussing | General | The next chapter needs to deal with the communities of the present and the future in which students can expand their classroom learning as is the focus of Standard V in the World Readiness Standards. There are many references made to this in the Framework thus far, but this is not clearly presented as a program goal for all students. There is mention of global competency and career readiness which is an example of Standard V with it focus of learning beyond the classroom and preparation for the future. Chapter 4 of the Framework talks about learning to communicate in "Real-World Settings." These real world settings are found in the communities that start in the classroom and expand into the neighborhoods and into the job world of the future. | Writers’ Discretion |
| 482 | Cheung | 1 | Line 25: page references have to be updated from # sign to number. | Recommended |
| 483 | Mearns | 1 | Lines 11–12: There should be a link to this in Chapter 7. | Writers’ Discretion |
| 484 | Silva | 1 | Line 5: I suggest adding the term “language” so that the sentence becomes: “Describe ways to integrate language, content and culture in the world languages classroom.” | Recommended |
| 485 | Chien | 2 | Line 46: Change “world languages teachers” to “world language teacher," or vice versa. On line 71, it says "world language teachers." It may be best to consistently stick either either one. I see plural form more in this ch. | Recommended |
| 486 | Silva | 2 | Lines 34–39: This paragraph does not seem like an appropriate “introduction” for the rest of the chapter. I find that the paragraph featured in lines 62-67 might be a more appropriate “introduction paragraph. | Writers’ Discretion |
| 487 | Silva | 2 | Line 46: Add the terms “and cultures” so that it becomes: World languages teachers recognize that target language and cultural activities that guide learners | Recommended |
| 488 | Silva | 2 | Lines 46–61: While the concepts and resources featured in these lines should be featured in the Framework, they do not seem to fit with the rest of the focus of this chapter. I suggest for finding another chapter to present these and perhaps even elaborate further on them. | Writers’ Discretion |
| 489 | Mearns | 3 | Line 60–61: Is there a title for this document? | Recommended |
| 490 | Silva | 3 | Line 70: Again, I propose adding the term “language” just before “content” | Recommended |
| 491 | Mearns | 4 | Lines 112–115: The example doesn’t show how the material gives insight into perspectives. | Writers’ Discretion |
| 492 | SAILN | 4 | Line 98: Hyphens are different sizes. Reformat to make the same. | Recommended |
| 493 | SAILN | 4 | Line 114: Place a comma after “language” | Recommended |
| 494 | Chien | 6 | Line 156: In line 156, it says students are preparing for an upcoming discussion. Perhaps it could also be worth noting in this paragraph who the specific audience are for this discussion, and to emphasize that all of the activities are expected to fulfilled by both students and teachers in the TL. | Writers’ Discretion |
| 495 | SAILN | 6 | Line 153: Place a comma after “Interpersonal” | Recommended |
| 496 | Podsednik | 6 | Line 161: might clarify even more that expecting perfect accuracy across an entire tense is unrealistic and not productive to the goal of communication | Writers’ Discretion |
| 497 | SAILN | 7 | Line 170: Fig 8.2, Sentence Frame, Modes of Communication, Interpretive: place a comma after “read” | Recommended |
| 498 | SAILN | 7 | Line 170: Fig 8.2, Cultures, Examples, Sample Objective: Place commas as follows: “Students can recognize (Novice) <bh>,<eh>  tell (Intermediate) <bh>,<eh> or …” | Recommended |
| 499 | SAILN | 8 | Line 170: Fig 8.2, Connections, Examples, Sample Objective: reword first bullet phrase “modern practices in the medicine…” to “modern medical practices” | Recommended |
| 500 | Chien | 8 | Lines 175–176: In lines 175-176, it says "a series of communicative activities." However, the example task (lines 179-180) lists just 1 communicative activity (identify 3 places). Could this task be tweaked in a way that reflects a series of activities? For example, students could research authentic resources (interpretive) and come to a consensus (interpersonal) of 3 places they want to visit for their trip. Finally, prepare a proposal for your sister school partners (presentational). | Writers’ Discretion |
| 501 | SAILN | 10 | Line 211: Place a comma after “practices” | Recommended |
| 502 | Carpenter | 11 | Line 229: What are the acronyms FLES and FLEX (line 229)? | Writers’ Discretion |
| 503 | SAILN | 11 | Line 243: Place a comma after “approaches” | Recommended |
| 504 | SAILN | 12 | Line 267: Place a comma after “climate” | Recommended |
| 505 | Garceau | 14 | Lines 319–320: on lines 319 & 320, you may want to give examples. | Writers’ Discretion |
| 506 | SAILN | 16 | Line 371: Place commas around the phrase “or only” | Not Recommended |
| 507 | Carpenter | 17 | Line 399: While I agree that students acquire language through authentic materials and that they should be included in instruction, it is unclear how teachers are supposed to “plan thematic, standards-based units” ( line 399) while following the district adopted textbook. | Writers’ Discretion |
| 508 | Mearns | 18 | Line 419: It is not clear when we are transitioning from DLI to general language instruction. | Writers’ Discretion |
| 509 | SAILN | 18 | Lines 422–423: Place commas around the phrase “or one absent the target culture” | Recommended |
| 510 | Mearns | 19 | Line 429: “Global Competence Indicators & Benchmarks (CGEP)” Include link to Chapter 7. | Writers’ Discretion |
| 511 | SAILN | 19 | Line 439: Place a comma after “article” | Recommended |
| 512 | Cheung | 19 | Line 443: Website link is simply to CA page. Teachers do not have time to go dig through to find Socratic method. Weblink needs to be modified. | Writers’ Discretion |
| 513 | Cheung | 19 | Lines 447–449: Sentence repeats Simultaneously twice. | Recommended |
| 514 | SAILN | 19 | Line 447: Remove “simultaneously”. It repeats at the end of the sentence | Recommended |
| 515 | SAILN | 19 | Line 450: Place a comma after “content” | Recommended |
| 516 | SAILN | 19 | Line 457: Place a comma after “Germany” | Recommended |
| 517 | Kozuma | 20 | Lines 468–569: Be consistent in the format of describing each example by identifying what part of the activities represents “product” “practice” and “perspective” in TL culture. Mentioning these 3 Ps of culture in each example will support readers understanding better. 3 Ps are spelled out in some examples but not in all. | Recommended |
| 518 | SAILN | 20 | Lines 470–471: Reverse order of “Arabic traditional” to “traditional, Arabic” | Writers’ Discretion |
| 519 | Mearns | 21 | Line 497: Is vocabulary a product? | Writers’ Discretion |
| 520 | Mearns | 22 | Line 533: What is the proficiency range? | Writers’ Discretion |
| 521 | Kozuma | 22 | Lines 533–542: Shorten and edit the description. For example, “As Novice students of Japanese view a video about school lunches in Japan, they learn expressions ITADAKIMASU and GOCHISOSAMA (products) Japanese students say before and after eating (practices) to express their gratitude for meals and people who prepared them (perspectives). (I submitted this example as a CFCC member.) | Writers’ Discretion |
| 522 | SAILN | 23 | Line 581: Place a comma after “Interpersonal” | Recommended |
| 523 | Hashiba | 23 | Lines 589–596: The last paragraph, from 589 to 596, is a large paragraph of only two sentences. From line 591, the "take action" domain is lost in what seems to be a recap of Global Competency. Perhaps that is the intention of the next sentence, but it can be further emphasized that the key message of the fourth domain of Global Competency is for students to take action in order to be a positive force of change in their community. | Writers’ Discretion |
| 524 | SAILN | 23 | Line 593: Change the “;” after “competency” to a “,” | Recommended |
| 525 | SAILN | 25 | Lines 634–636: In all previous listings for a category, the writer uses semicolons to separate. In this one, the writer uses commas. Choose one form for all listings. | Recommended |

## Table 11: Chapter 9: The Proficiency Ranges in the World Languages Standards

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 526 | Desalvo | General | If proficiency ranges are going to be a meaningful measure of actual world language proficiency, they are going to need to be tied more closely to universally recognized objective language standards as defined clearly by the ACTFL and CEFRL language proficiency guidelines. | Non-Actionable (The WL Framework writers affirm these are the ACTFL proficiency scales.) |
| 527 | Fauben | General | NA | Non-Actionable |
| 528 | Frankel | General | good | Non-Actionable |
| 529 | Hashimoo | General | Of course, beginners to native proficiency. | Non-Actionable |
| 530 | Jensen | General | This chapter is relevant and important. | Non-Actionable |
| 531 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 532 | Monteros-Garcia | General | Althuogh I can understand why you would want the standards' ranges identified as such we should consider a change. All the schools are split into yearly levels. That is to say, level 1 (100) , level 2 (102), Level 3 (200), AP (300) . We should try to reflect the same in the identification of the levels. The professional levels are never reached by 98% of students. More focus should be made in differenciating between a level 1 novice and a level 2 mid-novice. | Non-Actionable (Students learning a world language do not move from one range to the next in a linear manner as they do with grade levels.) |
| 533 | Ross | General | n/c | Non-Actionable |
| 534 | Silva | General | A major strength of this chapter is the fact that it attempts to make a connection between the Proficiency Ranges and the Global Competence Domains. While the chapter does a great job illustrating the Proficiency Ranges with descriptors of expected outcomes, it does not feature such illustrations for the Global Competence Domains. I suggest that California Global Competence and Benchmarks for K-12 Students be included for I believe that they would greatly enhance the chapter. | Writers’ Discretion |
| 535 | Tussing | General | This is an area that needs to focus on developing competencies and not limited to a traditional focus on skills. | Non-Actionable |
| 536 | Kim | General | There are no recommendations for this chapter. Most of the content of this chapter was taken from ACTFL and Global California 2030. | Non-Actionable |
| 537 | Silva | 1 | Below is a suggestion for a minor edit. Line 5. I suggest changing the sentence to: “Explain the Global Competence Domains as they relate to world language instruction.” | Recommended |
| 538 | Kiuchi | 1 | Line 16: original: interconnected change/add: Add with use of internet | Not Recommended |
| 539 | Kamimura | 2 | Line 34: Within the world of work may be not very clear. Perhaps replace with "In the work environment" | Not Recommended |
| 540 | Kamimura | 2 | Lines 54–57: Line 54 through 57 is a very long sentence for the description of Global California 2030. Perhaps break it into two. | Writers’ Discretion |
| 541 | DeLeuw | 2 | Line 57: Can the focus of the initiative also refer to the 3 C's - Connections, Culture, and Communication? | Non-Actionable |
| 542 | DeLeuw | 2 | Line 62: Can the theme of cross-disciplinary concepts and STEM continued to be included in the presentation of information on global competence? | Writers’ Discretion |
| 543 | DeLeuw | 5 | Line 117: Global competency CAN BE a natural path to valuing a variety of perspectives, ideas and discourse WHEN ALIGNED WITH THE THREE STANDARDS - COMMUNICATION, CULTURE, AND CONNECTIONS. | Writers’ Discretion |
| 544 | DeLeuw | 5 | Line 135: The different phases are listed (Low, Mid, High). List the different ranges also (Novice, Intermediate, Advanced). | Writers’ Discretion |
| 545 | Kiuchi | 6 | Line 149: Need to explain that to call the level of proficiency, students must perform consistently and spontaneous? | Writers’ Discretion |
| 546 | DeLeuw | 7 | Line 170: Consider listing the different careers available to the other proficiency levels. Right now, only the careers listed for the Superior level are listed. | Writers’ Discretion |
| 547 | Salsig | 7 | Line 184: Add: Recognition of the text type produced by language learners is key to determining their proficiency range and phase. Text types are the form of message received or produced. | Writers’ Discretion |
| 548 | Kiuchi | 7 | Line 189: original: memorized change/add: “memorized” | Non-Actionable |
| 549 | DeLeuw | 7–8 | Lines 190–196: Identify the difference between simple sentences and complex sentences and the different types of words for simple vs complex sentences. | Writers’ Discretion |
| 550 | Kiuchi | 9 | Line 217: original: episodes: change/add: lessons | Not Recommended |
| 551 | Kiuchi | 9 | Line 223: original: programs keep: change/add: Programs must/need to keep | Not Recommended |
| 552 | Kiuchi | 9 | Line 229: original: Range, teachers: change/add: Range, WL teachers  Next page, teachers are referred as WL teachers | Not Recommended |
| 553 | Jin | 11 | Line 319: • five major colors (Green, Red, Yellow, White, Black) | Non-Actionable |
| 554 | Jin | 11 | Line 320: • five major grains or legumes （rice, millet, corn, wheat, bean) | Non-Actionable |
| 555 | SAILN | 16 | Line 383: “This remainder” change to “The remainder” | Recommended |
| 556 | Kiuchi | 17 | Line 414–420: original: Shaded box: change/add: This is a repeat from Pg.16 line 406 to 413. Only one of them is needed. | Not Recommended |
| 557 | Kiuchi | 18 | Line 444: original: Intermediate Laugh at the point: change/add: Associate with feeling? Not only laugh needs to be understood by students when they read. | Not Recommended |
| 558 | Kiuchi | 18 | Line 444: original: Advanced TV sitcom: change/add: TV shows | Writers’ Discretion |
| 559 | Kiuchi | 19 | Line 455–457: Figure 9.7, This explanation should go to under bolded topic on line 458. | Not Recommended |
| 560 | Kiuchi | 20 | Line 483: original: Collaborate, to share– change/add: Add “to communicate” | Not Recommended |
| 561 | Kiuchi | 21 | Line 491: original: Novice Introduce themselves: change/add: Add greet appropriately, then introduce | Writers’ Discretion |
| 562 | Kiuchi | 21 | Line 491: original: Novice Say what food– change/add: Say what they like or dislike Having “food” is too specific. They should be able to say what kind of activities, music, etc… do they lik. | Not Recommended (The WL CFCC specifically asked for this language.) |
| 563 | Kiuchi | 21 | Line 491: original: Intermediate  Make a hotel reservation: change/add: I think most of us make a reservation online nowadays. | Not Recommended (The WL CFCC specifically asked for this language.) |
| 564 | Kiuchi | 21 | Line 491: original: Intermediate Post a reaction on tweet: change/add: n social media? That way you can include instagram, etc... | Writers’ Discretion |
| 565 | Kiuchi | 21 | Line 491: original: Intermediate Hair salon?: change/add: Too specific? Make a restaurant reservation and communicate specific dietary needs of their group. | Not Recommended (The WL CFCC specifically asked for this language.) |
| 566 | Kiuchi | 21 | Line 491: original: After graduation: change/add: About future | Not Recommended (The WL CFCC specifically asked for this language.) |
| 567 | Kiuchi | 21 | Line 491: Add something with social issue/justice. At this level, students should be able to state their opinion on certain issues on topic of SDGs. | Writers’ Discretion |
| 568 | Kiuchi | 21 | Line 491: original: Advanced How to behave: change/add: How and why | Recommended |
| 569 | Kiuchi | 21 | Line 491: original: Interact with the hotel staff: change/add: Interact with the customer service It doesn't need to be hotel to complain. | Not Recommended (The WL CFCC specifically asked for this language.) |
| 570 | Kiuchi | 24 | Line 539: original: Novice On personal webpage: change/add: I am not sure if this is possible. | Non-Actionable |
| 571 | Kiuchi | 24 | Line 539: original: Novice At the bottom, In the target language– change/add: Do you need to specify this? Throughout the description in table, “target Language” appears . All these tasks should be in “target language”? | Not Recommended |
| 572 | Kiuchi | 24 | Line 539: original: Intermediate First bullet: Tell target culture friends: change/add: Not all will be able to find friend in target culture. | Not Recommended |
| 573 | Kiuchi | 24 | Line 539: original: Intermediate Second bullet: Target-culture webseite: change/add: Target culture audience. This has a hyphen in between. Some inconsistency. | Writers’ Discretion |
| 574 | Kiuchi | 24 | Line 539: original: Intermediate Last bullet An environmental practice: change/add: This could be changed to any social issues. | Not Recommended |
| 575 | Kiuchi | 24 | Line 539: original: Advanced Third bullet:: change/add: This task can be moved to intermediate | Not Recommended |
| 576 | Kiuchi | 25 | Line 539: original: Novice: With members of the target culture: change/add: This is also hard to find | Not Recommended |
| 577 | Kiuchi | 25 | Line 539: original: Intermediate: Target culture e-pals: change/add: Hopefully find the e-pals to all students... | Not Recommended |
| 578 | Kiuchi | 26 | Line 569: Figure 9.12, Need to go with bolded or under bolded. Bold gives reader idea of new information, explanation is before the bolded | Not Recommended |
| 579 | Wang | 27 | Line 578: Benchmarks for the Presentational Mode of Communication Intermediate: I can present (communicate is two way) information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. | Not Recommended (We cannot change standards approved by the State Board of Education.) |
| 580 | Kiuchi | 32 | Lines 684–686: Shaded box and immediate paragraph Repeating the same thing. why? | Not Recommended |
| 581 | Kiuchi | 32 | Line 707: original: An attractive Frenchman: change/add: French people or French passenger? This doesn't need to be a man. | Writers’ Discretion |
| 582 | SAILN | 32 | Line 678: Define “albeit haltingly” | Writers’ Discretion |
| 583 | Kiuchi | 33 | Line 715: original: Jean-Pierre: change/add: Simply other french person or french passenger | Writers’ Discretion |
| 584 | Kiuchi | 34–35 | Line 743: Does this continues to 744? Or page break before 748 | Recommended |
| 585 | SAILN | 36 | Line 784: Define “positing” | Writers’ Discretion |
| 586 | Kiuchi | 37 | Line 836: original: Teachers often help: change/add: Teachers often guide | Writers’ Discretion |
| 587 | Kiuchi | 40 | Line 904: original: Intermediate and advance Second bullet: as applicable by language: change/add: This can be added to other bullet that is applicable. For example, Japanese doesn’t have a subject and verb agreement | Not Recommended |
| 588 | Kiuchi | 43 | Line 965: original: XXX: change/add: Add page number | Recommended |
| 589 | Kiuchi | 43 | Line 992–997: Same with shadowed box | Non-Actionable |
| 590 | Kiuchi | 46 | Line 1040: original: Intermediate Last bullet: internet slang: change/add: Just slang? | Not Recommended |
| 591 | Forchini | 54 | Line 1143: Cinco de Mayo is listed as a "borrowed" holiday. I big to differ, Cinco de Mayo celebrations largely began in the US as a result of the Student Chicano movement. Cinco de Mayo is not celebrated in Mexico, only in one town. | Not Recommended |
| 592 | SAILN | 55 | Line 1177: Capitalize “Standard” | Recommended |
| 593 | Kiuchi | 56 | Line 1201: original: Novice Compare daily class schedule: change/add: Daily school schedule | Not Recommended |
| 594 | SAILN | 57 | Line 1224: Capitalize “Standard” | Recommended |

## Table 12: Chapter 10: Assessing the Learning of World Languages

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 595 | Desalvo | General | As stated directly above, if language assessment is going to be useful in tweaking world language instruction as a means of improving the students' world language proficiency, assessment tools or instruments need to be tied more closely to universally recognized objective language standards as defined clearly by the ACTFL and CEFRL language proficiency guidelines. | Not Recommended (This language is aligned to California’s WL Standards, which are different but not incompatible with ACTFL’s.) |
| 596 | Fauben | General | NA | Non-Actionable |
| 597 | Frankel | General | good | Non-Actionable |
| 598 | Hashimoo | General | Of course, beginners to native proficiency. | Non-Actionable |
| 599 | Jensen | General | This chapter is extremely important and deals with one of the most important aspects of world language teaching today. | Non-Actionable |
| 600 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 601 | Rogers | General | My concern is that teachers will need to be provided with materials that allow for the assessments described here. For those of us who teach multiple levels (six, in my case) of the language, it seems nearly impossible to come up with all of the different assessments and means of differentiating on my own. The standards discourage the use of textbooks. How is it possible for a teacher who is the only one who teaches the language at a school/two schools (as is the case with three of the languages at my middle and high school) to do this? These are worthy goals, but in practice it seems like it will lead to burnout for many of us. | Non-Actionable |
| 602 | Ross | General | n/c | Non-Actionable |
| 603 | Monteros-Garcia | General | The current suggested method of assessment is not tangible in the secondary level when we have 180+ students per teacher. These methods of assessment do not correlate with the grading systems we have. To be able to assess in this manner we would have to cut back the number of summative assessments dramatically and focus on formative assessments, which should not be part of the grade of the student. | Non-Actionable |
| 604 | Silva | 1 | Lines 5–8: This chapter effective delineates the difference between “performance” and “proficiency” which is often misinterpreted in our profession and this clarification in the framework is an effective way of building knowledge in the profession about these two concepts. I also believe that the inclusion and elaboration on the Integrated Performance Assessment (IPA) in this document is very appropriate and will further institutionalize this valuable assessment practice in our profession. Line 5 and 8—Instead of “demonstrate understanding” can we say—describe the appropriate use of…..I believe that staying with “performance” language is most appropriate for this chapter. | Recommended |
| 605 | McNabb | 3 | Lines 84–85: repetition of describing | Recommended |
| 606 | Woodward | 3 | Line 85: repeats the word "describing." Nice use of lots of examples in a variety of languages. | Recommended |
| 607 | McNabb | 4–5 | Lines 114–132: Excellent examples of instructional use of Bloom’s taxonomy | Non-Actionable |
| 608 | Kim | 5 | Line 117: Please review capitalization for the words listed, Add the answer to the intermediate level and explain to the advanced level | Recommended |
| 609 | Kim | 6–7 | Lines 120–125: Please review capitalization | Recommended |
| 610 | Kim | 8 | Line 125: Please review capitalization, and the example provided for the intermediate level does not student to demonstrate complex skills please modify it with another example | Not Recommended |
| 611 | Kim | 11 | Lines 141–144: the example is not clear at all for teacher please review language | Writers’ Discretion |
| 612 | Kim | 13 | Line 210: put the definition of proficiency to match the performance format … proficiency definition is lines 220 - 222 | Not Recommended |
| 613 | Kim | 13 | Line 210: Move the definition of proficiency in line 220 to 210 | Writers’ Discretion |
| 614 | Kim | 14 | Line 217: Table first two bulletins ( make sure it is clear and described in a way that teachers could clearly understand the difference | Writers’ Discretion |
| 615 | Kim | 14 | Line 223: Bold, underline, or highlight the words **unfamiliar or novel context** | Recommended (This portion of the sentence will be placed in a highlight box.) |
| 616 | Kim | 14 | Line 254: Consider changing the word quality to effectiveness and add an S to (instructional program <br>**S**<er>) | Recommended |
| 617 | Kim | 16 | Line 272: Figure 10 (lower case?) | Not Recommended |
| 618 | McNabb | 17 | Lines 293–338: The whole example of the IPA 293-338 would be easier to understand with specific examples of references | Not Recommended |
| 619 | McNabb | 18 | Line 321: Make clearer reference to the “misunderstandings”… “The misunderstandings stated in the prompt are likely to be connected to the lack of cultural knowledge. | Not Recommended (The point of the writing prompt is for students to become aware of gaps in cultural knowledge.) |
| 620 | McNabb | 18–35 | Lines 339–493: Snapshot 10.1 (340-490). Excellent example of IPA. | Non-Actionable |
| 621 | Kim | 18 | Line 342: Performance range is indicated to be from IM to IV, however throughout the unit there was a range of NM - IH consider making this clear add for example the word Target Performance range or add Current performance Range, and Target performance range so that teachers can understand what is being targeted in the example | Writers’ Discretion |
| 622 | Kim | 19 | Lines 359–379: The ranges are extreme in this NM - IH consider adding in the description either MTSS or more explanation about current levels (performance, proficiency) and targeted levels (performance, proficiency)  Can Do’s are all over the place I suggest you re organize them either based on modes of communication or performance levels. | Writers’ Discretion |
| 623 | Kim | 19 | Line 360: add the word vocabulary of types of waste | Not Recommended |
| 624 | Kim | 19 | Lines 368–369: not a good example of IH | Writers’ Discretion |
| 625 | Kim | 19 | Line 374–375: not a good example of IH probably an AM or higher considering the language functions that the students will have to demonstrate, also make sure that “types of texts” are clear for the can do | Not Recommended |
| 626 | Kim | 20 | Line 385: reverse the two words Presentational and Interpersonal to read (Interpersonal and Presentational to match the sequence of the lesson) | Recommended |
| 627 | Kim | 20 | Line 388: Identify students levels/ grade level | Recommended |
| 628 | Kim | 20 | Line 394: what does a brief proposal mean, what type of language functions and text type are the students producing in this assessment | Writers’ Discretion |
| 629 | Kim | 20 | Line 410: Bring in Line 410 below 392 so that CM1, CM2, and CM3 are in the proper sequence currently CM 3 is listed before CM2 and that could be confusing for readers | Not Recommended |
| 630 | Kim | 21 | Lines 421–424: the practice is not clear  The whole example listed here does not clearly identify the distinctive Chinese culture aspects of Frugality in P. 23 Lines 468 - 474 could be highlighted here. Environmental issues are not a good example of cultural products, as it is a global issue is technically new to our educational system. The perspective in Line 425 also is not clear. Consider if an Armenian Teacher, or an Arabic teacher looking at this example, how can they design a lesson that clearly identifies how language, content, and culture could be taught. Example, Arabs lavish weddings that is related to their cultures as showing generosity, could be a factor that contributes to environmental issues. An example from the Chinese culture that reflects a clear description is highly appreciated here. Same issue with P. 22 lines 435- 443 this is not a good example of culture product, practice, and perspective this global and all cultures nowadays are taught the same thing when it comes to the environment. | Writers’ Discretion |
| 631 | Kim | 23 | Lines 468–474: is a good example of cultural perspective so if it could be highlighted in the examples in previous pages for this lesson. | Not Recommended |
| 632 | Kim | 24 | Line 487: Define action plan | Writers’ Discretion |
| 633 | Kozuma | 23 | Lines 487–488: Add English translation to the types / themes of “Supporting Vocabulary and Structures” and “Priority Language Input / Content” columns to make this well structured example more accessible to all readers. | Recommended |
| 634 | Kim | 25 | Line 487: First box  “They “change to students | Recommended |
| 635 | Kim | 25 | Line 487: First box  The sentence “They create something useful from old trach and teach others how to do the same “is not a language function and the word CREATE should not be bolded.  Please avoid using words like “something” and add clear real-life application, for example add create musical instruments, or household tools from trash. | Writers’ Discretion |
| 636 | Kim | 25 | Line 487: Second box “create a poster” Novice Level?  Check the level of the Supporting functions/ output the range seem from Novice to advance | Writers’ Discretion |
| 637 | Kim | 26 | Line 487: Write a brief proposal or action plan?? | Recommended |
| 638 | Kim | 28 | Line 491: Move the column modes of communication to the front | Writers’ Discretion |
| 639 | Kim | 28 | Line 491: Change Mode to Modes | Recommended |
| 640 | Kim | 28 | Line 491: Add the strategies used in this portion:  For example, when Mrs. Zhang and Ms. Ying have their students talk what type of collaborative grouping they are utilizing. The way it is described it indicates that there was no strategic structure/ strategy employed.  When students summarize, are they using graphic organizers?)  When students are presenting (how are they doing it?) | Writers’ Discretion |
| 641 | Kim | 29 | Line 491: Columns 2, and 3 are empty | Non-Actionable |
| 642 | Kim | 31 | Line 491: Check grammar, and word order  #1 change the word see to view  #3 change order of words “what they can do” to read “what can they do” | Not Recommended |
| 643 | Kim | 35 | Line 491: The whole lesson example makes sure that all the products mentioned are adding up and reflecting a clear example of how teachers could build performance/ proficiency .. Also make sure that IPA examples are clear and listed throughout the example | Writers’ Discretion (Writers will label or call out Integrated Performance Assessments as they appear within this snapshot.) |
| 644 | Saito-Abbott | 35 | Line 494: Insert IPA after integrated performance assessments | Not Recommended |
| 645 | Saito-Abbott | 45 | Line 602: 2017 NCSSFL-ACTFL Can-Do Statements can be linked to the original source or definition | Recommended |
| 646 | Saito-Abbott | 45 | Line 629: Additionally, students learn at higher levels when they participate in the formative assessment process. This statement is true but somehow strange. Maybe something like “Formative assessments are essential for moving toward learning targets” | Writers’ Discretion |
| 647 | McNabb | 50 | Lines 712–718: Very detailed 712. | Non-Actionable |
| 648 | McNabb | 50 | Lines 712–718: Planning for learning: ignores backward planning in the sequence it is presented. Maybe add: “Summative assessment as appropriately designed using backward instruction planning” | Writers’ Discretion |
| 649 | McNabb | 50 | Line 721: BACKWARD planning in the preferred spelling | Recommended |
| 650 | Kim | 51 | Line 726: The graphic organizer is very confusing, I am not sure what the arrows between the different assessments mean, maybe elaborate more on the description in P. 50 Line 720 | Writers’ Discretion |
| 651 | Kim | 62 | Line 862: Categories should be lower case | Recommended |
| 652 | Kim | 62 | Line 885: Categories or Bands? Make sure that the same words are used in standards and framework | Recommended |
| 653 | Kim | 63 | Lines 896–911: Please add sign language to the categories maybe Category 3? | Not Recommended (The Foreign Service Institute has no assignation for American Sign Language.) |
| 654 | Bradish-Bareilles | 65, 69, 72 | Lines 950, 993, and 1023: I do not agree with the classification of German as a category II language along with Indonesian as stated on pages 69, 72 and 75 [sic] of your document. The Foreign Service Institute more accurately classifies German as a language to be learned in 750 hours (30 weeks) and Indonesian to be learned in 900 hours (36 weeks). It does a disservice to German to classify it as harder than it really is. | Writers’ Discretion |
| 655 | Naditz | 69–70 | Lines 988–1000: One of the shifts called out in the standards is the move away from looking at language as "the four skills" of listening, speaking, reading and writing to viewing language as occuring across and within the "modes of communication:" interpretive reading, viewing and listening; interpersonal speaking, writing and signing, and presentational reading, writing and signing. Therefore, I recommend that throughout Figure 10.21 the writers replace the terms "listening," "speaking," "reading" and "writing' with the appropriate mode of communication. | Recommended |
| 656 | Kim | 76 | Line 1107: We are still using radio, I suggest changing that to Podcast or Vlog so that teachers can understand how we can use newer technology in the classroom. | Writers’ Discretion |
| 657 | McNabb | 76 | Lines 1117–1119 and 1123–1125: hard to comprehend these examples. Adding the samples would help comprehension | Writers’ Discretion |
| 658 | Kim | 80 | Line 1200: consider using new standard verbiage change the word grammar to structures | Recommended |
| 659 | Kim | 80 | Line 1209: what does integrative application and extension mean? This section is not part of any identified parts in the framework | Writers’ Discretion |
| 660 | Kim | 81–82 | Line 1221: Rubric using scores description that does not align to the description Advanced score 4 missing text type  Suggestion: either use proficiency descriptors or language elements as descriptors | Not Recommended |
| 661 | McNabb | 83 | Lines 1249 and 1262: a letter or EMAIL(as email is used in AP ) | Recommended |
| 662 | Naditz | 83 | Line 1257: And then, for the attribution at line 1257, change it from "From Zaslow, Brandon, 20002..." to "Adapted from Zaslow, Brandon, 2002..." | Non-Actionable |
| 663 | Kozuma | 85 | Line 1320: Add “(fourth-year)” after “Advanced Placement Japanese Language and Culture” to 1) clarify there’s no regular or non-AP 4th year students mixed in this class, 2) avoid readers’ confusion. (I submitted this snapshot as a CFCC member.) | Writers’ Discretion |
| 664 | Kozuma | 85 | Lines 1324–1325: Change this part to “Intermediate Mid for her AP Japanese students (fourth-year students) and Intermediate Low for her third-year students” as I wrote in my original submission of this snapshot (unless there’re some typo).  🡪 Given the reference chart on page 66 line 972, Interpersonal mode proficiency range for Category III & IV languages, it’s more realistic to target Intermediate Low for third-year students and Intermediate Mid for fourth-year AP students of Japanese who started learning the language in high schools. | Writers’ Discretion |
| 665 | Kozuma | 86 | Line 1348: Eliminate “, VocabularyMap” after “a graphic organizer” as this is not a specific name of a resource available on the market. (Students and I call this graphic organizer “vocabulary map” or “vocabulary web” in general.) | Writers’ Discretion |
| 666 | Kozuma | 86 | Line 1351–1353: Move the entire sentence “The table below shows…. and goal setting” to pg89 line 1356 before the table “Student Use of Rubrics by Domains” | Writers’ Discretion |
| 667 | Kozuma | 86 | Line 1354: Add English translation: “Discussion Performance Rubric for AP Japanese Students” or something similar. | Writers’ Discretion |
| 668 | Kozuma | 86–88 | Line 1354: Top left corner of each rubric: Add English translation “40 points” | Recommended |
| 669 | Saito-Abbott | 87 | Line 1354: AP 日本語 add (AP Japanese); /40点 （points）; 内容（ないよう）add content; いろいろな言葉と文 add (phrases and structures) | Writers’ Discretion |
| 670 | Kozuma | 89 | Line 1356 table—“Lesson Focus” column: after Domain #1 of the rubric - Add “Task Completion and Content of the Discussion” so readers don’t have to refer back to the rubric on the previous pages. | Writers’ Discretion |
| 671 | Kozuma | 89 | Line 1356 table—“Lesson Focus” column: after “Domain #2 of the rubric” - Add “Language (Use of Vocabulary & Structures / Sentences)” | Writers’ Discretion |
| 672 | Kozuma | 89 | Line 1356 table—“Lesson Focus” column: after “Domain #3 of the rubric” - Add “Comprehensibility” | Writers’ Discretion |
| 673 | Kozuma | 89 | Line 1356 table—“Lesson Focus” column: after “Domain #4 of the rubric” - Add “Communication Strategies” | Writers’ Discretion |
| 674 | Kozuma | 89–90 | Line 1357: 1359   1. Eliminate “日本語、コミュニケーションの目標は何ですか What is the performance goal? The goal for your performance is …..follosing standard:” 2. Replace the above with “Targeted Standard:” 3. Move up the above “Targeted Standard:” and page 90 Line 1360 - 1364 “World Languages Standards -Communication Standard 2: ……and some informal settings” to page 85 line 1322-1323 or around there before the rubric. (🡪 So it can give the background information of this snapshot before going into the details of the student use of the rubric.) | Writers’ Discretion |
| 675 | Kozuma | 90 | Line 1365: 1380 Move this entire table (Step 1, 2, 3) titled  “会話（かいわ）テーブルの準備（じゅんび）Preparing for Discussion” to page 86 AFTER line 1350 because this part belongs to “Prior to Discussion.” | Writers’ Discretion |
| 676 | McNabb | 92 | Line 1389: if student are perfor(MING) | Recommended |
| 677 | Saito-Abbott | 93 | Line 1432: The California World Language Project provides training in oral/signed proficiency assessment in short interviews that focus on language text-types. -> Is this CWCA and COCI or ACTFL’s OPI? | Writers’ Discretion |
| 678 | McNabb | 96–101 | Lines 1463–1553: Great example of interview for Seal of Biliteracy. Thank you | Non-Actionable |
| 679 | Kim | 97 | Lines 1466–1468: LAUSD should be credited as this is our test | Writers’ Discretion |
| 680 | Kim | 97 | Line 1498: Languages taught at the district  Line 1498 add ASL | Writers’ Discretion |
| 681 | Kim | 100 | Line 1515: Photo does not show rich distinctive culture, we modified this photo to another that demonstrate target culture | Non-Actionable |
| 682 | Kim | 100–101 | Part 1 of 2: Lines 1524–1535: Questions  Lines 1524 - 1535 were changed from this version and questions were organized in a way that 1) elicit languages 2) clear floor and ceiling are established utilizing these questions 3) are very strategic and not random 4) transition from very simple questions to ones that will elicit more complex language similar to the OPI. Our newly modified questions are:   * What have you observed in this photo? * What do you see happening in this photo? * What you like most about this photo? * How this photo is similar or different from what we have in the United States? * If you lived in \_\_\_\_\_\_\_\_\_\_, how would you…? * If you were involved in this situation, what would you do? * What recommendations do you have for …? * Does the government have a responsibility to…? * Can you add something to what your classmate(s) said? * Do you agree or disagree with your classmate(s)? * Do you have questions for your classmate(s)? | Writers’ Discretion |
| 683 | Kim | 100–101 | Part 2 of 2: Lines 1524–1535: Questions  Sample warm up questions:  Utilize simple what, where questions  Sample Initial and follow up questions:  Start with simple question to establish floor, and move up with questions and follow up questions to establish ceiling  Examples:  Initial question You say live in XXXX .  Follow up question: what community issues are your neighbors concerned with or talking about?  Initial question: you said you’ve lived in XXXX for some time now  Follow up questions: can you tell me more about a memorable event that took place in the city | Writers’ Discretion |
| 684 | Kim | 101–102 | Lines 1539–1569: Rubrics used here are not the final version we align the numbers to proficiency levels, so teachers are able to clearly give a rating to the student language sample  RUBRIC FOR INTERPERSONAL–INTERACTIVE COMMUNICATION  3 Advanced  Participates in real-world, spoken or signed (ASL) <bh>*conversation and discussion in major time frames, as appropriate*<eh>*,* on a topic of general public interest <bh>*using connected sentences and paragraphs*<eh>. Participant contributions can be understood with difficulty by speakers <bh>*unaccustomed*<eh> to dealing with non-native speakers.  2 Intermediate  Participates in real-world, spoken or signed (ASL) <bh>*conversations*<eh> related to self and the immediate environment, <bh>*creating sentences and strings of sentences to ask and answer a variety of questions*<eh>. Participant contributions can be understood with difficulty by speakers <bh>*accustomed*<eh> to dealing with non-native speakers.  1 Novice  Participates in real-world, spoken or signed (ASL) <bh>*conversation*<eh> on a very familiar topic, <bh>*using memorized words, phrases, and simple sentences and questions*<eh>. Participant contributions <bh>*may be difficult to understand even for speakers*<eh> accustomed to dealing with non-native speakers.  Adapted from World languages Content Standards for California Public Schools. | Writers’ Discretion |
| 684 | Kim | 101–102 | [Comment 684 continued]  RUBRIC FOR PRESENTATIONAL–EXPRESSIVE COMMUNICATION  3 Advanced  Delivers **a presentation** in a culturally-appropriate way on a topic of general public interest <bh>*using simple paragraphs in major time frames, as appropriate*<eh>*,* through spoken or signed (ASL) language. The presentation can be understood with difficulty by speakers <bh>*unaccustomed*<eh> to dealing with non-native speakers.  2 Intermediate  Makes **a simple presentation** in a culturally-appropriate way on an informal topic related to self and the immediate environment <bh>*using sentences and strings of sentences*<eh>through spoken or signed (ASL) language. The presentation can be understood by speakers <bh>*accustomed*<eh> to dealing with non-native speakers.  1 Novice  **Presents information** in a culturally-appropriate way on a very familiar common daily topic <bh>*using memorized words, phrases, and simple sentences*<eh>through spoken or signed (ASL) language. Participates in real-world, spoken or signed (ASL) The presentation <bh>*may be difficult to understand even for speakers*<eh> accustomed to dealing with non-native speakers.  Adapted from World languages Content Standards for California Public Schools. | Writers’ Discretion |
| 685 | Kim | 103 | Line 1593: writing a campaign speech is a superior level function, however, you are listing that your floor task is Novice, and the ceiling is intermediate. Please remove the standards listed and be specific as to what language elements are you expecting this speech to be. Create a rubric that details the levels expected, what is a passing level for this assessment. Make sure that the product aligns to expectations of language function of the level targeted. | Not Recommended |
| 686 | Kim | 103 | Line 1593: missing the ceiling | Not Recommended |
| 687 | Kim | 103 | Lines 1598–1599: missing the floor if they are all related then rewrite it as it is so confusing. | Not Recommended |
| 688 | Kim | 105 | Line 1630: Consider identifying phase in first column or changing the word to Level and aligning it to the rubric in P. 104 | Not Recommended |
| 689 | Kim | 105–107 | Line 1630: Novice text types in P. 105, 106, and 107 columns don’t align and logically progress please put side by side and compare progression Low phase, to High Phase. When comparing ask yourselves what is the difference between Text type most of words in High Phase, varied groups of words in Mid Phase, and List of related words in Low phase??? This could be extremely confusing for teachers to follow. | Not Recommended (This content has been included in the standards document.) |

## Table 13: Chapter 11: Professional Learning and Support for World Languages Educators

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 670 | Desalvo | General | Even though the steps outlined in the document for professional learning and support for world language educators are a step in the right direction, more ambitious goals need to be articulated backed up by increased financial support or resources to meet the goals and aspirations set for the overall world languages framework. | Non-Actionable |
| 671 | Fauben | General | NA | Non-Actionable |
| 672 | Frankel | General | Educators are always in need of hand-on activities covering/implementing the standards. | Non-Actionable |
| 673 | Hashimoo | General | Of course. | Non-Actionable |
| 674 | Jensen | General | A good chapter | Non-Actionable |
| 675 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 676 | Silva | General | This chapter is critical to making the vision espoused in the Framework a reality in every WL program in CA. I truly appreciate seeing the integration of the EL Roadmap, the Standards for the Teaching Profession and the TELL Framework and suggest that the document at least reference the INTASC and NBPTS standards, so that the document features a continua of professional learning practices that will support teachers at every stage of their profession. | Non-Actionable |
| 677 | Rogers | General | This section is very well done, and takes into account that teachers will need a lot of training and support to implement this framework. However, even more attention needs to be given to the support provided to those teachers who are the only ones teaching their language at the school(s). We are stretched very thin when it comes to lesson design, and it's more difficult for us to plan lessons for several levels for substitutes when we are taken out of the classroom for training or collaboration. This implementation will need to be taken very slowly, and materials and supports will need to be developed to help teachers in this situation. | Non-Actionable |
| 678 | Ross | General | n/c | Non-Actionable |
| 679 | Skiles | General | Include headings for the Self-Assessment tools. Is it K-12 or TK-12? I think it should be consistently stated as TK-12. Either way, keep the language consistent. | Recommended |
| 680 | Skiles | General | The section summaries are nice. Can they be incorporated in every chapter? | Not Recommended |
| 681 | Sousa | General | Overall I appreciate the goals and objectives for planning/supporting continued professional development of world languages teachers. Several times throughout the chapter TK-12 world languages education is mentioned. While the standards for teaching world languages is to create students who are "highly proficient" in English and a world language (line 94), realistically I wonder how districts will be supported in building strong TK-12 world languages programs. | Non-Actionable |
| 682 | Skiles | General | I would love a section in this chapter about how to get colleagues on board with using the standards and framework. Something like, "How to talk to people who are not on board" or "Conversation starters for getting colleague buy-in." Many are unaware or don't care and it would be nice to learn some techniques to engage with them and create some awareness and caring. | Writers’ Discretion |
| 683 | Brown | General | I also want to register my objection to the use of the phrase World Language**S** Framework. Nouns being used as Adjectives do not reflect number (Plurality) any more than real adjectives. That is simply not the way English works and the use of that phrase is very disruptive to understanding | Not Recommended |
| 684 | Mearns | General | A separate lists of acronyms would be very useful! | Not Recommended |
| 685 | Brown | General | In general the writing in chapter 11 is very dense and it takes some considerable effort to grasp the meaning of some passages. However that is not useful commentary. | Writers’ Discretion |
| 686 | Kim | 1 | Line 7: languages education for all students Kindergarten through <br>G<er> rade 12 | Not Recommended |
| 687 | Kim | 1 | Line 10: <br>Identify<er> how to evaluate the effectiveness of world languages program <br>s<er> | Recommended |
| 688 | SAILN | 1 | Line 10: From “world languages program” to “world languages programs” | Recommended |
| 689 | Kim | 1 | Line 19: Considerations for evaluation and reflection on world languages programs | Not Recommended |
| 690 | Kim | 1 | Line 23: A Self- <br>A<er> ssessment <br>T<er> ool (It is capitalized as a title on the tool) | Recommended |
| 691 | Kim | 2 | Line 44: content of the <br>California<er> English Learner Roadmap | Recommended |
| 692 | Mearns | 2 | Line 49: Is there a link to the initiative? | Not Recommended |
| 693 | Mearns | 5 | Line 65: “The California Standards for the Teaching Profession (CSTP)” Include in Glossary? **(**CPSEL) is there. | Recommended |
| 694 | Marinas | 5 | Lines 65–66: Professional Learning and Support for World Languages Educators Lines 65-66- Is is possible to place a link to or add an appendix with the full text of the CSTP and the QPLS? | Not Recommended |
| 695 | Mearns | 6 | Line 74: Figure 11.2 doesn’t really describe the proficiency goals. It’s more of a subhead introducing the following sections. | Non-Actionable |
| 696 | Marinas | 6 | Lines 91–92: Between Lines 91 and 92 there is a Self Assessment Tool. The 3rd question of the Self Assessment Tool asks, “Is the professional learning designed to ensure equitable outcomes?” Does this question refer to the outcomes for the participants in the professional learning or to the students that will be taught as a result of the participation in the professional learning? What would equitable outcomes look like for participants in professional learning? | Writers’ Discretion |
| 697 | Mearns | 9 | Lines 169–170: What is meant by a “guaranteed curriculum”? | Writers’ Discretion |
| 698 | Mearns | 11 | Lines 248–252: Very important! | Non-Actionable |
| 699 | Mearns | 11 | Lines 254–257: Are there links to all these documents? | Not Recommended |
| 700 | Marinas | 11 | Lines 258–272: Section summary should also include the recommendation for districts to develop articulation across grade levels in LOTE programs/ immersion programs as programs grow in to all grade levels. Also, a recommendation for the development of LOTE teaching practices in teacher development programs/ professional development. There will be a significant need for teachers that are able to teach in LOTE if the goals of the Global California 2030 initiative are to be met. | Writers’ Discretion |
| 701 | Mearns | 11 | Lines 260–261: This is much clearer in the summary than in lines 34-37. | Writers’ Discretion |
| 702 | Mearns | 13 | Lines 308–310: Why is this repeated? | Non-Actionable |
| 703 | Brown | 13 | Line 319: The sentence that begins with “Stakeholders mobilize to plan, initiate and implement, deploying…” needs a direct object after “implement.” Implement what? Changes? | Writers’ Discretion |
| 704 | Kim | 15 | Lines 382–383: <br>This is how it is written on the document.<er> In departmen <br>t-<er>, langua <br>ge-<er> and course-alike groups and professional organizations as well as in collaboration with colleagues in other subject ar <br>eas, pla<er> nning of units,  <br>These should be the changes (remove the dashes and the extra spaces)-<er> In department, language and course-alike groups and professional organizations as well as in collaboration with colleagues in other subject areas, planning of units, | Not Recommended |
| 705 | Mearns | 15 | Line 398: The Action Plan/Next Steps could use a little more guidance. Is the Action plan a general long-range goal or does it organize everything that needs to be done? | Writers’ Discretion |
| 706 | Mearns | 16 | Line 404: “Rounds” Definition? | Recommended |
| 707 | Mearns | 16 | Line 411: Inside the school? | Non-Actionable |
| 708 | Mearns | 16 | Line 411: “reflection on recorded lessons” Does it have to be recorded lessons? | Writers’ Discretion |
| 709 | Mearns | 16 | Line 411: “action research” needs definition | Recommended |
| 710 | Mearns | 17 | Line 412: An introduction to the various coaching strategies/methods and guidance on choosing what is appropriate would be useful. I found the organization a little confusing, and the number of models can be overewhelming. | Writers’ Discretion |
| 711 | SAILN | 19 | Lines 427–579: Add to Appendix Vignette 11.1 -Mr. Beck’s Leadership example | Not Recommended |
| 712 | Mearns | 20 | Line 482: I find using “clients” rather than “teachers” awkward and inconsistent with the rest of the coaching section. | Not Recommended |
| 713 | Mearns | 22 | Lines 576–577: Can this be highlighted? | Not Recommended |
| 714 | Mearns | 23 | Line 596: Bold “Cognitive Coaching” | Recommended |
| 715 | Brown | 26 | Line 629: top, left-hand box: the word “determine” needs to be “determining” | Recommended |
| 716 | Mearns | 29 | Line 679: “Learning walks” Definition? | Recommended |
| 717 | Mearns | 31 | Line 702: Love this! | Non-Actionable |
| 718 | Sousa | 32 | Line 706: On line 706, "different strokes for different folks" seems a little immature. Perhaps consider replacing it with "I can learn in a way that is accessible to me" or something focused on 'I" instead of a quirky saying. | Writers’ Discretion |
| 719 | Naditz | 33 | Line 715: After line 715, insert a new bullet: "Local, state and national professional organizations for world languages education" | Recommended |
| 720 | SAILN | 34 | Lines 758–772: Snap Shot 11.2 Add to Appendix | Not Recommended |
| 721 | SAILN | 34 | Lines 758–772: I believe SAILN should also be mentioned to the Appendix for more ideas on professional development | Not Recommended (If one California World Language Project site is mentioned, then all would need to be mentioned.) |
| 722 | Silva | 36 | Line 829: I suggest that a link to the TELL Framework be included; so that educators have access to the documents domains, self-inventory tools, etc. | Recommended |
| 723 724 | Mearns | 37 | Line 870: Will video be understood to include all visual texts? | Writers’ Discretion |
| 725 | Mearns | 37 | Line 871: “Text” should be included in the Glossary to demonstrate that it doesn’t just mean written texts. | Recommended |
| 726 | Brown | 42 | Line 973: The word ”provisions” should be “provision” (singular) | Recommended |
| 727 | Marinas | 44 | Line 1054: Additional questions for this Self Assessment section: How do I ensure quality and consistency in professional development opportunities for educators to ensure high quality instruction for students? How can I ensure that the materials used in the classroom are aligned to the standards for teaching world languages? | Writers’ Discretion |
| 728 | Marinas | 45 | Lines 1061–1064: This section is brief on the responsibilities and needs of Governing Boards/ District Admin. It may help to be very specific that Governing Boards/ District Admin must consider especially the needs/ actions of ALL of the other stakeholders in order to develop and support programs that meet the needs of all learners in their area of governance. For example, “How will I ensure that Instructional Leaders are providing the materials, professional development, and support necessary to ensure high quality world language programs in my jurisdiction? And, How do I ensure consistent support of world language programs over time?” Given that the well thought out/ well informed support of Governing Boards/ District Admin can make a positive impact on the effectiveness of a program, it is important that this section is explicit and detailed. | Writers’ Discretion |
| 729 | Skiles | 46 | Line 1087: Self Assessment Tool-- gramatical error in first section. Change "children" to "child." Or change "studies" to "study." | Recommended |
| 730 | Sousa | 48–49 | Lines 1150–1172: Beginning on line 1150, the use of surveys as important data is discussed. Is there a common or standardized survey to use for each stakeholder group? Can the self-assessment tools mentioned in this chapter be converted into common surveys? | Non-Actionable |
| 731 | Brown | 49 | Line 1171: “Who may be <bh>use<eh> their proficiency” should be “who may be <bh>using<eh> their proficiency” | Recommended |
| 732 | Brown | 49 | Line 1175: “It is incumbent <bh> for <eh>” should be it is incumbent <bh> on <eh>, | Recommended |
| 733 | Brown | 50 | Line 1209: The question doesn’t make sense as written. Is there interest in the wider school community to add <bh>new the study of<eh>additional languages to program offerings. | Writers’ Discretion |
| 734 | Brown | 52 | Line 1279: The word “with” needs to be added. “ A strong familiarity WITH instructional shifts becoming crucial so that administrators appropriately…” | Recommended |
| 735 | SAILN | 52 | Lines 1285–1331: The Snapshot11.3 should also be added to the Appendix | Not Recommended |
| 736 | Skiles | 61 | Lines 1577–1609: The "Then and Now" assessment starting on pg. 61 is useful. | Non-Actionable |

## Table 14: Chapter 12: Unique Features of Individual Languages

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 737 | Desalvo | General | Although one must recognize the uniqueness of individual languages, based on the wording of the document, more emphasis needs to be put on the commonality of languages for the purpose of language learning in general so that students see not only the connections between all languages but recognize the advantages of how learning one language helps them in understanding another language and the world and people around us. | Non-Actionable |
| 738 | Dzakula | General | Part 1 of 2: I would add the folowing information to formative assessment taken from the book Embedded formative assessment (Dylan Wiliam, 2011). 5 Formative Strategies to Improve Student Learning "1. Clarifying, sharing, and understanding learning intentions and criteria for success: proper role of learning intentions and how their applications can vary from classroom to classroom and subject to subject, and getting the students to really understand what their classroom experience will be and how their success will be measured." (clarifying learning) https://www.youtube.com/watch?v=fC29IyqPVr0 2. "Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning: developing effective classroom instructional strategies that allow to find out where students are in their learning and the measurement of success.”(eliciting evidence) https://www.youtube.com/watch?v=MbuIAovNteY&t=8s 3. "Providing feedback that moves learning forward: working with students to provide them the information they need to better understand problems and solutions. | Non-Actionable |
| 739 | Dzakula | General | Part 2 of 2: Too much feedback can be backward looking about what the student should have accomplished but didn’t. "(providing feedback) https://www.youtube.com/watch?v=vdIk9ysWJXQ 4. "Activating learners as instructional resources for one another: getting students involved with each other in discussions and working groups can help improve student learning. The most important decisions taken in the classrooms are not taken by teachers, they're taken by students. Students must be activated as a learning resource for one another." (activating learners) https://www.youtube.com/watch?v=7PdSHCPrJIQ 5. "Activating learners as owners of their own learning: teaching students to monitor and regulate their learning increases their rate of learning. Teachers have a crucial role to play in designing conditions for learning, but only learners create learning."(promoting learner autonomy) https://www.youtube.com/watch?v=7PdSHCPrJIQ Reference: Popham, J. W. (2018). Classroom assessment: what teachers need to know. 7th ed. Boston, MS: Pearson Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree | Non-Actionable |
| 740 | Silva | General | This chapter is a fine addition to the document and will go a long way to assist program planners, instructors and instructional resources developers to understand the unique features of the primary languages spoken and/or taught in CA. It will be a validating and inclusionary chapter for all educators who teach the less-commonly taught languages to see the unique features of their languages highlighted in the document. Thank you. | Non-Actionable |
| 741 | Fauben | General | NA | Non-Actionable |
| 742 | Hashimoo | General | Unnecessary because every language is unique as is its users. | Non-Actionable |
| 743 | Jensen | General | A good chapter | Non-Actionable |
| 744 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 745 | Rogers | General | The emphasis on native-speaker speech samplings ("world languages teachers provide learners with access to a wide variety of native-speaker speech samplings through authentic materials") is troubling to me, as a non-native speaker of French. I have worked hard for 36 years to become a highly proficient speaker of French, and although I'm not a native speaker, I feel that I can also serve as a model to my students on how to pronounce words. Of course we provide speech samplings from native speakers as well with songs, videos, etc., but it's not the only way. When we tell stories, read aloud, and teach vocabulary explicitly (which is still useful, in my opinion), we should be able to feel confident as teachers even if we are not native speakers of the language that we are providing good, comprehensible input. | Non-Actionable |
| 746 | Ross | General | n/c | Non-Actionable |
| 747 | Woodward | General | Very interesting. Reminded me of all of my college courses put together. | Non-Actionable |
| 748 | Kim | 2 | Line 24: Data from the 2000 US census is being referenced, which seems very outdated, almost 20 years outdated. A strong suggestion is to use current data from multiple sources, that captures the current and more recent linguistic tapestry of California’s students and families. | Writers’ Discretion |
| 749 | SAILN | 2 | Line 24: Most current census? 2010? | Writers’ Discretion |
| 750 | Kim | 2 | Line 26: A suggestion is to add a brief definition/explanation of “**Spanish Creole vs Spanish**” for clarity. | Writers’ Discretion |
| 751 | Yilmaz | 2 | Line 30: Is the data based on 2000 census accurate? Russian-Ukrainian speakers is a large group, but it is not mentioned | Writers’ Discretion |
| 752 | Kim | 3 | Line 42: This line states that “California’s high esteem for language education is demonstrated in the state’s 2008 initiative...etc.…” The suggestion is to add information on California’s historical shift in regard to bilingual education, as ten years earlier, in 1998, Prop. 227 was passed. This legislation would be in direct tension with the line “CA’s high esteem for language education.” Which student groups have accessed language education with support and celebration? Additionally, a distinction should be made when referring to “Language Education” to honor the historical trajectory of language learning for CA’s diverse student population, especially English Language Learners. | Not Recommended |
| 753 | SAILN | 3 | Line 48: Eussian is not a language / Russian already typed | Recommended |
| 754 | Yilmaz | 3 | Line 48: Does "Eussian" language exist, it was it meant to say "Russian" (although Russian is already mentioned) | Recommended |
| 755 | Yilmaz | 3 | Line 55: grouping heritage speakers of Spanish when learning French--good idea | Non-Actionable |
| 756 | Kim | 3 | Lines 55–60: We propose that an extra paragraph be inserted into this section in addition to modifying the language of the lines referenced. These lines state, as an example, that Spanish native or heritage speakers have a “linguistic and cultural advantage,” and as a challenge to this notion, many CA heritage Spanish speakers do not receive formal instructional and social support in nurturing their Spanish, particularly given the sociopolitical context of speaking Spanish in today’s political climate. Access to Dual Language Education Programs is limited due to many factors within a school district. English-only policies and school structures do not capitalize optimally on possible advantages many students may bring to their learning. Perhaps framing this section with focusing on the language features themselves, because diverse students many times encounter barriers and are seen as “disadvantaged” for speaking a home language a certain way. Please augment this section to honor the linguistic and cultural sociopolitical context that our Spanish-speaking families live within and encounter throughout their lives. | Not Recommended (The proposed content may have no basis on research, and is not aligned to the focus of the chapter.) |
| 757 | SAILN | 4 | Line 65: Bold English example | Recommended |
| 758 | Kim | 5 | Line 71: Please add more information on the learning conditions that must be in place for the use of “cognates” and “transferability” to support with accessing texts. A classroom vignette here would make the strategies more visible for readers. | Writers’ Discretion |
| 759 | Kim | 5 | Lines 69–75: The lines 69-75 discuss research-based strategies that are optimized through Dual Language Education (DLE) Programs. It would seem reasonable to add a paragraph making this direct connection to DLE pedagogy.  A suggestion is to add a chapter that clearly defines the goals, program structure and strands detailed in the Dual Language Education, referencing as a source the “Guiding Principles for Dual Language Education”:  Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). Guiding principles for dual language education (3rd ed.). Washington, DC: Center for Applied Linguistics. | Not Recommended (The proposed chapter is beyond the scope of the framework guidelines.) |
| 760 | Kim | 5 | Line 77: A suggestion to augment the concept written in this line, and rather than saying teachers “welcome,” perhaps it is a matter of being an assets-based high impact and culturally relevant necessity for teaching. | Not Recommended |
| 761 | SAILN | 5 | Lines 88–90: Sentence is confusing: please rephrase | Writers’ Discretion |
| 762 | Kim | 6 | Line 93: After this paragraph, there could be included a connection to the program design of Dual Language Education Programs in how they serve all students, regardless of language classification to place them all as language models throughout the instructional day. | Not Recommended |
| 763 | Esemann | 7 | Lines 137–140: Section 137-140. German syntax follows the English with S-V-O. Possible, but not often used, is the order O-V-S. For example, "Dich liebe ich", or You Love I (It is you that I love). Even your example (Love conquers all), when translated in German, is "Liebe siegt über alles”. | Recommended |
| 764 | SAILN | 8 | Line 169: Catalan needs an accent | Recommended |
| 765 | Yilmaz | 8 | Lines 171–172: When describing the Slavic branch of languages, Russian is not even mentioned although there are a lot more speaker of Russian than Belarusian, for example | Recommended |
| 766 | SAILN | 9 | Line 175: Catalan needs an accent | Recommended |
| 767 | Yilmaz | 9 | Line 175: Why other major non Indo-European groups, such as Finno-Ugric (Finnish, Hungarian) and Altaic (Turkish) not mentioned? | Not Actionable |
| 768 | SAILN | 9 | Line 176: Word “Long” sitting by itself | Recommended |
| 769 | Kim | 9 | Line 182: A suggestion is to add more clarity on this construct of “difficult vs. easy language,” and to acknowledge the sociopolitical implications they have on the teaching and learning of languages. It is important to note that the “status” of a language such as Spanish in CA is oftentimes at the center of polarizing political sentiments, and perhaps a connection needs to be made to this context. | Not Recommended |
| 770 | Kim | 9 | Lines 189–192: The phrase “early entry into a world-languages program,” referring to an Elementary Dual Language Immersion Program is suggesting a direct connection and pathway between WL education and DLE students, which has not been clearly documented as of yet. Although there is a potential for DL students to enter WL courses at the secondary level, this has not been clearly established.  A suggestion is to add a chapter that clearly defines the goals and program structures of Dual Language Education, referencing as a source the “Guiding Principles for Dual Language Education”:  *Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). Guiding principles for dual language education (3rd ed.). Washington, DC: Center for Applied Linguistics.* | Not Recommended (The proposed chapter is beyond the scope of the framework guidelines.) |
| 771 | Kim | 10 | Line 201: Figure 12.12 This figure would be better titled: “The Geography and Estimated Learning Times of Five Categories of Languages.” The rationale for this comment is that the use of the word “difficulty” could be misinterpreted as difficult versus easy or be equated within a sociopolitical status. The learning times for CA students will vary depending on their individual needs as well. | Writers’ Discretion |
| 772 | Yilmaz | 10 | Line 201: It would be nice to have the ability to see the name of the country by putting a cursor over the geographical area on the map of languages by difficulty | Non-Actionable |
| 773 | SAILN | 10 | Line 202: Year for the image | Recommended |
| 774 | SAILN | 11 | Line 205: An explanation as to why | Writers’ Discretion |
| 775 | Kim | 11 | Line 205: “...why native speakers of English **require** more or less time…” | Recommended |
| 776 | Ueyama | 11 | Line 205: Excellent explanations of California's language diversity and how languages differ, and how those differences impact teaching and learning. Very straightforward explanations with examples. I enjoyed reading the explanations and the chapter was overall was easy to follow, however, for example, line 205 and the chart was difficult to follow. Some of the graphics where easier to understand than the others. Also, having pictures, if applicable, would be nice so it's not all text and graphs. Overall, I feel that the chapter was well written and gave the reader a better understanding of individual languages. | Writers’ Discretion |
| 777 | SAILN | 11 | Line 205–206: English “need” more or less time | Writers’ Discretion |
| 778 | SAILN | 11 | Line 208–209: [blank] should have nothing or N/A | Not Recommended |
| 779 | Yilmaz | 11 | Line 209: Figure 12.13 Not clear what "1, 2, 3" stand for under "Writing System" | Recommended |
| 780 | Kim | 11 | Line 209: Figure 12.13: Please remove the [blank]s so that the table may be more easily read and interpreted. | Not Recommended |
| 781 | SAILN | 12 | Line 215: Speech-organs (missing hyphen) | Not Recommended |
| 782 | Kim | 12 | Lines 221–222: The explanation using the phoneme p with and without aspiration is not clearly understood. Please revise. Also, please clarify the difference between a phoneme and a phone. | Writers’ Discretion |
| 783 | SAILN | 12 | Line 227: Remove word “be” in front of appear | Recommended |
| 784 | Kim | 12 | Lines 241–244: Add a classroom example of using authentic materials to support pronunciation for communicative purposes. | Not Recommended |
| 785 | Kim | 13 | Line 272: Clarify this strategy. | Writers’ Discretion |
| 786 | Kim | 14 | Line 280: Define what is individualized language laboratory work | Writers’ Discretion |
| 787 | Yilmaz | 14 | Line 285: not a clear explanation of what "learning orthoepic conventions" is | Writers’ Discretion |
| 788 | SAILN | 14 | Line 287: Add a colon after the word pair: | Recommended |
| 789 | Kim | 15 | Line 318: In order to add rigor to the lesson, might students in this vignette be encouraged to add in their own dialogue within context that would demonstrate further their pronunciation and linguistic skills in the target language. | Writers’ Discretion |
| 790 | SAILN | 15 | Line 318: Add a comma after the word off | Recommended |
| 791 | SAILN | 15 | Line 319: Add commas after reading and although | Recommended |
| 792 | Kim | 15 | Lines 336–338: Clarify the sounds of the phonemes indicated with [i] and [i:]. | Recommended |
| 793 | SAILN | 17 | Line 365: Their instead of theirs | Recommended |
| 794 | Yilmaz | 17 | Line 365: "theirs" should be "their" | Recommended |
| 795 | Yilmaz | 17 | Line 365: Snapshots of actual lessons to teach pronunciation, are helpful. | Non-Actionable |
| 796 | Esemann | 17 | Line 362: Section 362: What word is this referring to? Satan? | Writers’ Discretion (Writers will include translations.) |
| 797 | Kim | 17 | Lines 389–390: Clarify how import changes from a noun to a verb. | Writers’ Discretion |
| 798 | Kim | 18 | Line 432: Snapshot 12.3: Intonation, Spanish: Please explain the origin of the principle “start with something real - end with something real.” | Writers’ Discretion |
| 799 | Kim | 18 | Lines 435–436: Additionally, lines 435-436 should have a connection at the beginning of the lesson, where the teacher explicitly states that the variety of Spanish, they are learning is peninsular from Spain, versus varieties of Latin American Caribbean Spanish. | Writers’ Discretion |
| 800 | SAILN | 22 | Line 524: Bold prefixes instead of capital letters | Recommended |
| 801 | Shibamiya | 22 | Line 524: In Figure 12.17 "Prefixes," I would add the following example for Japanese: おたんじょうび(o+tanjoobi) to refer to someone else’s birthday (for politeness) たんじょうび(tanjoobi) to refer to own birthday | Recommended |
| 802 | Esemann | 22 | Line 524: Section 524: After 20 years in Germany I never heard anyone use the word "erkalten". I know the word "erkälten" (to catch a cold). | Recommended |
| 803 | SAILN | 23 | Lines 535–537: Transportabit does not match example in figure 12.20 | Recommended |
| 804 | Esemann | 24 | Line 560: Section 560: Based on the Neue Rechtscheibreform (law on grammar and spelling), the spelling of the word "Donaudampfschiffahrtsgesellschaft"is incorrect; the new spelling has three "fff" in the middle. You may wish to use a word that is more common like "Rechtsschutzversicherungsgesellschaften" (defense insurance companies) or "Bezirksschornsteinfegermeister" (assigned chimney sweep master). To my knowledge there are no steam ships on the Donau. https://www.duden.de/rechtschreibung/Donau\_Dampfschifffahrtsgesellschaft | Recommended |
| 805 | SAILN | 25 | Line 597: he should be the | Recommended |
| 806 | SAILN | 26 | Line 598: Fix quotations (not facing the right way) | Recommended |
| 807 | SAILN | 26 | Line 615: Bold the headings | Recommended |
| 808 | SAILN | 26 | Line 622: A colon or semicolon might look better | Writers’ Discretion |
| 809 | SAILN | 27 | Line 625: A colon or semicolon might look better | Writers’ Discretion |
| 810 | SAILN | 26-27 | Lines 622–630: Consistent marking needed | Recommended |
| 811 | SAILN | 27 | Line 629: Comma or semicolon after “pop up grammar” | Writers’ Discretion |
| 812 | SAILN | 27 | Line 636: Name chapter XYZ | Recommended |
| 813 | SAILN | 35 | Line 825: Missing comma between firm and form | Recommended |
| 814 | SAILN | 35 | Line 825: Add “and” before from | Recommended |
| 815 | Kim | 36 | Lines 865–866: This sentence must be accompanied by further explanation and cultural understanding. To say that some dialects have been determined is an understatement as there are clear contexts of marginalization that impact the status of both dialects and languages. For example, Peninsular Spanish can be considered of a higher-class status than Mexican Spanish, when in reality this construct marginalizes the heritage language of many CA students. | Writers’ Discretion |
| 816 | Kim | 37 | Line 900: Table between lines 900 and 901: This classroom vignette would be much clearer if there were two tables: one for *regionalisms* and one for *contrastive analysis*. They both have different cultural implications, but still relevant to the needs and identities of our CA students. | Not Recommended |
| 817 | SAILN | 37-38 | Lines 912–922: Provide more resources on pidgin and creoles / historical background | Not Recommended |
| 818 | Kim | 38 | Lines 918–919: “...the languages of the superpowers of the time” denotes a certain higher language status to those countries, so it is preferable to name them as the main countries that imposed colonization on other countries, therefore causing a colonized assimilation or mixing of language and culture upon the indigenous languages and cultures of the colonized people. | Writers’ Discretion |
| 819 | Kim | 38 | Lines 923–931: Add more information, explicitly defining **social justice**, **culturally responsive** and **sustaining pedagogy**, as any groups in education define these concepts differently. Additionally, it would be important to align these concepts to the sociopolitical context of language learning in CA. For example, Ms. Zaretta Hammond’s text “Culturally Responsive Teaching and the Brain” defines culturally responsive teaching a certain way, connecting it to neuroscience and sociopolitical context. | Writers’ Discretion |
| 820 | Kim | 40 | Lines 989–1004: This paragraph that references Jim Cummins work around BICS and CALP, needs strong clarification.  **Academic Language**  Language and literacy professor Jim Cummins at the University of Toronto identifies two kinds of language proficiency (1979). He identifies the Basic Interpersonal Communication Skills (BICS) as the “surface” skills of listening and speaking, typically acquired early in the second language acquisition process. This language is used in social situations, whether on the playground, asking directions, or chatting at a party. He then identifies Cognitive Academic Language Proficiency (CALP) as the second type of proficiency, which involves the language needed for academics and specialized fields. <bbl>*Cummins suggests that many children may develop native speaker fluency in BICS within two years of immersion in the target language.*<ebl> <br>***(Is immersion referring to Dual Language Education? If it is, then it needs to be explicitly stated, because taking a WL course at the secondary level is different from Elementary Dual Language Immersion Programs.)***<er> It is important to recognize the significance of language and culture immersion as a major contributor for this relatively short, two-year time frame, for the development of BICS. | Writers’ Discretion |
| 821 | Kim | 40 | [Comment 821 continued] <bbl>*This makes it even more important for WL classes to implement the principle of 90% target language use for both teacher and students along with the usage of authentic materials.*<ebl> <br>***(Please explain further this principle and where it is being referenced from. This 90% refers to one period only at the secondary level? And is this how WL defines immersion at the secondary level?)***<er> The development of CALP, also through immersion, takes between five to seven years for a student to be working on a comparable academic level with native speakers. <br>***(Is immersion referring to Dual Language Education? If it is, then it needs to be explicitly stated, because taking a WL course at the secondary level is different from Elementary Dual Language Immersion Programs.)***<er> | Writers’ Discretion |
| 821 | Kim | 42 | Lines 1048–1050:  ALL language teachers ensure that students are exposed to target language variety and are careful not to emphasize a “prestige dialect” or “correctness” and “value” of one over another.  A suggestion is to add to this important point. Language teachers must also engage their students in a critical dialogue of the status that certain languages carry, and the constructs built around these notions by the sociopolitical, legal and historical context. | Writers’ Discretion |
| 822 | Kim | 42 | Lines 1064–1065:  The use of the label “The New World,” is historically inaccurate and can also be very offensive to all the students and families in CA that are indigenous to America. In fact, it was not a new world, as entire cities and empires were in existence, so many would refute the use of this term. Please correct.  Why would this be included? How is it relevant to the learning of the Spanish language in CA? Please explicitly explain the connection. | Writers’ Discretion |
| 823 | Kim | 42 | Line 1070:  This sentence is an opinion. How is it relevant to the learning of the Spanish language in CA? Please explicitly explain the connection. | Writers’ Discretion |
| 824 | Kim | 42 | Line 1071: Please AUGMENT this section on Latin American Spanish. The statement “...While each country retains its own accents and has some unique vocabulary…” diminishes the beauty and diversity of the Spanish spoken all over Latin America.  I propose adding a robust table with all the beautiful countries of Latin American that have Spanish as its primary language that highlights its specific diversity in language use. The countries should reflect the population of CA students and their families  It might look like this:  Table Column 1: Latin American Country El Salvador Guatemala Column 2: Unique Characteristics – Regionalisms the use of vos Column 3: Indigenous Languages Spoken ki'che' | Writers’ Discretion |
| 825 | Kim | 42 | Line 1071: Argentinian Spanish would be part of Latin American Spanish; therefore, I am not sure why it has its own section. It is sending the message that this type of Spanish is more prestigious than the Spanish spoken in other countries, which is a belief system we cannot perpetuate at any level. | Recommended |
| 826 | SAILN | 43 | Line 1094: Missing an before word environment | Recommended |
| 827 | SAILN | 43 | Line 1099: After or there is a for missing | Recommended |
| 828 | SAILN | 45 | Line 1148: homogeneous | Recommended |
| 829 | SAILN | 45 | Line 1161: Persons - people | Recommended |
| 830 | SAILN | 46 | Line 1169: Sentence needs to be rephrased | Writers’ Discretion |
| 831 | SAILN | 46 | Line 1177: First name misspelled | Recommended |
| 832 | SAILN | 48 | Line 1227: Not in alphabetical order | Recommended |

## Table 15: Chapter 13: Instructional Materials

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 833 | Cobos | General | I read this chapter and aprove your sugestions of adopting textbooks that are aligned with the Foreign language standards. | Non-Actionable |
| 834 | Desalvo | General | Even though online resources are an important component of any learning experience, the guidelines need to more clearly spell out the differences, for example, between the reliability and usefulness of online source materials so that instructors and students can make more informed choices. | Non-Actionable |
| 835  836 | Fauben | General | NA | Non-Actionable |
| 837 | Frankel | General | We educators always need resources, the more the better to offer variety to our students. | Non-Actionable |
| 838 | Hashimoo | General | Unnecessary because content and knowledge is ubiquitous as a communication device. | Non-Actionable |
| 839 | Jensen | General | A good chapter. | Non-Actionable |
| 840 | Juliz | General | I definitely approve all the points mentioned in chapter 13. It gives us clear steps to be taken when piloting a new curriculum and the resources, and materials to choose or adopt. | Non-Actionable |
| 841 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 842 | Saito-Abbott | General | Great! | Non-Actionable |
| 843 | Rogers | General | This section is reassuring. When reading the standards, it seemed like textbooks are discouraged. Teachers of multiple levels of a language need to be provided with books and other materials that allow for teaching with the new standards and methods. When reviewing textbooks in the past for adoption at our district, no one mentioned that the books complied with California standards for WL. The website of the books we currently use mention Florida standards and provide additional resources for them, but not for California. Our next textbook adoption is in six years. That seems late for implementing these new standards. What supports and materials can be given to teachers by the state to bridge this gap? | Non-Actionable |
| 844 | Silva | General | This chapter clearly outlines the CA Adoption process, guidelines and the criteria that will be employed to review instructional resources to support the vision for content, instructional and assessment practices featured in the Framework. | Non-Actionable |
| 845 | Kim | 9 | Lines 249–252: A suggestion is that the WL Framework should consider calling out direct connections to the Spanish Language Development Standards for native and heritage Spanish-speaking students.  https://www.cde.ca.gov/sp/el/er/sldstandards.asp  https://commoncore-espanol.sdcoe.net/Portals/commoncore-espanol/Documents/2018\_09\_18\_K-12\_SLD\_Standards\_Translated.pdf?ver=2018-09-18-101554-827  Additionally, the American Council on the Teaching of Foreign Languages (*ACTFL) Proficiency Guidelines* can also be a resource to reference. | Recommended |
| 846 | Ross | 9 | Line 251: please explain "at-promise students". | Recommended (Writers will add term to glossary.) |
| 847 | Kim | 12 | Line 344: Define what is a multi-literacy program, and how is it different or similar to WL courses and Dual Language Education Programs? What are the goals of a multi-literacy program? | Recommended (Writers will add term to glossary.) |
| 848 | Kim | 12 | Lines 348–353: This section on universal concepts of family does not match the beginning section of the paragraph. Revise for flow and coherence. | Writers’ Discretion |
| 849 | Kim | 13 | Lines 354–362: In Dual Language Education Programs, the instructional focus, rigor and coherence is crafted through all subject area academic content standards in English Language Arts, Target Language Arts, Mathematics, History-Social Science, etc.… It is important to explicitly acknowledge the content standards that DLE programs instruct and plan from and use to select instructional materials. DLE programs also use the “Guiding Principles for Dual Language Education” to guide the selection of instructional materials.  *Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). Guiding principles for dual language education (3rd ed.). Washington, DC: Center for Applied Linguistics.*  Dual Language Education Programs are built around the significant goal of “Sociocultural Competence,” which is how they refer to target-culture perspectives. It is important to acknowledge the goals of DLE programs and how they all guide the enhanced selection of instructional materials for its programs.  Define what is a **multi-literacy program**, and how is it different or similar to WL courses and Dual Language Education Programs? What are the goals of a multi-literacy program? | Writers’ Discretion |

## Table 16: Chapter 14: Glossary

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 850 | Desalvo | General | Well structured or laid out. | Non-Actionable |
| 851 | Fauben | General | NA | Non-Actionable |
| 852 | Hashimoo | General | Of course. | Non-Actionable |
| 853 | Jensen | General | Good | Non-Actionable |
| 854 | Maroot | General | No comments. Everything looks excellent. | Non-Actionable |
| 855 | Rios | General | Cross-reference between chapters | Non-Actionable |
| 856 | Silva | General | This chapter featuring a glossary of terms is an effective tool to develop a “common language and understanding” of the various concepts and practices outlined in the Framework. Thank you. | Non-Actionable |
| 857 | Ross | 2 | Line 47: please remove A. | Recommended |
| 858 | Ross | 24 | Line 735: in section R, there is no entry for "realia". Realia in WL classroom has added role - when it is reading material such as poster or brochure, the target consumer is the native speaker. | Recommended |

## Table 17: Additional Comments

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 859 | Andersen | General | During my 38 years of teaching I have witnessed the dumbing down of education across the board. So many students are unprepared for college, at a rate of 60% in the San Juan District. The new World Language Standards are an attempt to do that exact thing. The reason is because of the new World Language graduation requirements. Obviously, world language is a higher level of thinking, and work, and the average student will have trouble. Hence, a lowering of standards. I can't believe the department of education is falling for this. Think this through. By lowering standards you are essentially ruining world language. The students will not be able to do college world language work, reducing the number of world language teachers. The program will slowly die. What you need to do is to keep the standards high. If you want to make it a graduation requirement, fine, just make the students do the work, instead of a dumbed down version. The students can do the work, if you'll let them. | Non-Actionable |
| 860 | Chin | General | I like the standards. Please adopt this standard. Thank you. | Non-Actionable |
| 861 | Cobos | General | I would like to receive a copy of the printed Foreign Language framework addressed to Mr. Jose M. Cobos Spanish Teacher James Logan High School | Non-Actionable |
| 862 | Collantes | General | Coming from the perspective of a teacher that it is transitioning to a teaching style that wants to include all of this and based our methodology proficiency based, all of this is extremely helpful. Very hands on information to adjust and be able to educate teachers in my department about what is going on in the World Language teaching field they are part of. This is necessary. I am so glad to have all this information as a framework. I did read most of it and I am sure there is room for improvement, but it gave a great understanding and did organized my ideas, give structure to all the information I have been previously collecting from other sources. | Non-Actionable |
| 863 | Cuevas Antillón | General | I will be reading more over the coming weeks. Had I had the dates available to be part of the review committee this year, I would have gladly adding a voice to the considerations. Over all I am proud of what the framework says and where we are heading at the state. | Non-Actionable |
| 864 | Denis | General | I like the standards, please adopt them | Non-Actionable |
| 865 | Donnelly | General | I like all of the new standards. They provide clear direction and measurable outcomes for the instruction of world languages. I am the dept lead at our school. We had a professional development day at the beginning of the school year to train all our teachers in the new standards. We are working to implement them in all our WL classes. Thank you for all the work that was done to develop these very thorough and standards and documentation | Non-Actionable |
| 866 | Dzakula | General | Part 1 of 2: I would add something about flipped classroom. Here is what I have at this moment, and I am sharing it: Literature Review for Flipped Classroom: Having our students not succeeding in a regular class gives us a proof that previously used instructional strategies did not have the most effective impact on their learning. The first thing that teacher have to think about is to adjust future instructions for more effective learning (Carbaugh and Doubet, 2015, p. 50). Hattie (2012, p 83) emphasized that: “More often than not, when students do not learn, they do not need more; rather they need different. According to some researchers (Carbaugh and Doubet, p. 103) “The path of transforming instruction does not start with huge leaps, but rather with small, next steps.” Making the first step, they claim, is more important than “where and how” the path of transformation-differentiated flipped classroom begins. Another important aspect of transforming instruction is tying together learner interest. It means that teachers must focus on designing activities that connect learners with “those topics or pursuits that evoke (their) curiosity and passion” (Tomlinson, 2003, p. 3.) Regarding the learner interest, the teacher must be aware, that situational interest is primary but closely followed with personal interest. Situational interest arise how to succeed in, for example, course completion by meeting requirements. Or exceeding it. Personal interest, according to researchers (Schraw, Flowerdy, and Lehman, 2001, p.211) are based on individual preferences and inheritance and keep “enduring personal value.” The former interest is based on motivation promoted by well-designed learning activities that show novelty in comparison with classic activities designed in the textbooks. | Writers’ Discretion |
| 867 | Dzakula | General | Part 2 of 2: This differentiating instruction that promotes learner motivation, and autonomy as well, definitely creates learning environment that leads to the desired outcome; increasing learner knowledge and skills hat guarantee a successful completion of the course. The following important aspect of transforming instruction is using strategies effectively. As recommended by Carbaugh and Doubet (pp. 76-77) the strategies: “Allow students to propose alternative options that the teacher can approve if those options adhere analytical, practical and creative criteria. Make sure assignments options offer a true variety of approach rather than multiple versions of the same kind of thinking.” Regarding assignments given as homework in the concept of flipped classroom, the same authors suggest using technology “to facilitate the engagement of learner interest” and that instructions must be clear and detailed, and learning objectives (outcomes) well defined. References Carbaugh, M. E. and Doubet, J. K., Foreword by Tomlinson, C.A. (2015)The Differentiated Flipped Classroom; A Practical Guide to Digital Learning., Thousand Oaks, CA: Corwin a SAGE Company. Hattie, J. (2012) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY:Routledge. Schraw, G., Flowrday, T., and Lehman, S. (2001) Increasing Situational Interest in the Classroom. Educational Psychology Review, 13 (3), 211-224. Tomlinson,C. A. (2003) Fulfilling the Promise of the Differentiated Classroom. Alexandria, VA: ASCD. | Non-Actionable |
| 868 | Fauben | General | NA | Non-Actionable |
| 869 | Figueroa | General | WL teachers need stability. We have had so many changes, and no text adoptions due to all the changes. Districts are not investing books for our department due to instabilities. | Non-Actionable |
| 870 | Hashimoo | General | How does it compare to frameworks from other national standards? Comparison with other states is irrelevant because California competes with other nations in a global arena. | Non-Actionable |
| 871 | Hirsch | General | I am hoping that when it comes time to approve textbooks, the department of education will push textbook companies to include many of the items in depth that the writer of this framework are suggesting. | Non-Actionable |
| 872 | Huang, Ching-fen | General | Thank you for all the hard work! | Non-Actionable |
| 873 | Huang, Winnie | General | The WL Standards are so helpful for me and our world language department. We are implementing this year. Students are more engaged and their class survey comments are positive! We will keep on working and get the best out of it. | Non-Actionable |
| 874 | Matchett | General | I only had time at this sitting to look at part of Chapter 2. I will look again at another date. | Non-Actionable |
| 875 | McDowell | General | Thank you for your commitment to our profession! | Non-Actionable |
| 876 | McNabb | General | The work put into the framework is remarkable. I wish I had had more time to read ALL the chapters before December 1. I wrote Good for the format and clarity mainly because I focused on chapters 5 and 10. Chapter 5 was very clear and well organized. Because of the topic (assessment) chapter 10 was harder to read but offered excellent examples of IPAs. Thank you also for incorporating examples of oral testing for the SEAL OF BILITERACY. Thank you for an amazing work that is going (hopefully) to shape the teaching of World Languages in the near future. We are lucky to have new standards AND a framework | Non-Actionable |
| 877 | Mercado | General | In my opinion, there are so many acronyms that a person not connected to education can get lost. Also, a teacher who is not familiar with Special Ed./ ELD terminology can also get lost. Overall, I feel that this document is excellent! You also gave specific examples to address the needs of all students through the model of UDL (Universal Design for Learning). | Non-Actionable |
| 878 | Monteros-Garcia | General | The framework desperately needs to include content standards. We need to know what we should be teaching, not only how. The focus of the content standards should be comparable to the AP and IB themes, as these are what our goal is for the majority of the students studying languages. There also needs to be clarification as to the tenses at each level. We understand that students need to be learning in context. However there needs to be clarification as to the tense in general, for example the novice student will be able to communicate about current circumstances, the mid-novice student will be able to express about things that have happened to them, the intermediate student will be able to express what may happen or will happen in the near future. Identifying the tense in this matter does not focus on the grammar tense perse, but it does guide in the planning of instruction. | Not Recommended (The matters addressed pertain to curriculum, which is beyond the scope of the *WL Framework*. |
| 879 | Podsednik | General | This is an excellent document and could serve as a textbook for training new World Language teachers. | Non-Actionable |
| 880 | Rios | General | The framework will help unite all language teachers. The teachers will have a road map to follow regardless of the language being taught. It is exciting to know that California will have a framework for world language teachers. | Non-Actionable |
| 881 | Rogers | General | Please ensure that teachers of multiple levels are given the support they need. We are at risk of burning out and leaving the profession, and it is difficult to find new bilingual teachers. | Non-Actionable |
| 882 | Ross | General | Thank you for doing all the work. I couldn't finish reading and understanding all in time for the deadline, but this has been an eye-opening experience. For instance, diversity and equity of CA standards are not implemented in the textbook I use, because the target culture is not as open and fluid as here. However, I am looking forward to taking new challenges. | Non-Actionable |
| 883 | Salsig | General | This document is evidence of a huge commitment of time and effort by the Framework Committee members and the Framework writers! | Non-Actionable |
| 884 | Silva | General | This is a ground-breaking document to guide world language education in California and perhaps across the nation. The document is grounded in solid Second Language Acquisition (SLA) research as well as research-based best pedagogical and assessment practices for teaching and assessing world languages and cultures. The only suggestion that I would make besides the observations that I made in each of the chapters, is the organization of the document. From my perspective, having the chapters that focus on teaching each of the standards following the Overview of the Standards chapter, followed by the the Implementing High Quality Instruction (Chapter 10) might provide a more logical approach for the readers of the document. I am sure that there is a rationale for sequencing the chapters the way that they are now featured in the document but from a readers perspective, chapter 10 felt like an interruption in the middle of the Standards chapters. Again, this is a great document and my congratulations are extended to the panel and the CDE and IQC staff that made it possible. | Non-Actionable |
| 885 | Skiles | General | Thank you to all who put this together! You clearly put a lot of work and care into it. I look forward to seeing the final version. Will print/color copies be available? | Non-Actionable |
| 886 | Sousa | General | The use of anecdotes integrated into the chapters can sometimes seem excessive overall. I also would like to see the self-assessment tools placed in an appendix towards the end of each chapter. I liked that each section had a summary, which aided in overall comprehension of what was presented in each part. | Writers’ Discretion |
| 887 | Tang | General | The new framework and standards are great. Please implement. Thanks! | Non-Actionable |
| 888 | Tompkins | General | We are using the new standards and we are welcome the challenge of trying to get students to focus on having real life conversations. It has gone well for our school. We had a few professors from San Jose State and Stanford come and train us in the new standards. | Non-Actionable |
| 889 | Tussing | General | There is much here that is positive and can be used to improve student learning and to assist teachers in developing students' competencies. There are areas that need to be added to provide a focus that will allow programs to reach the goals outlined in the introduction. | Non-Actionable |
| 890 | Varela | General | I understand that the topic of "teaching grammar" is controversial, but I get a sense that there was too much sensitivity with trying to express throughout the framework that it cannot be taught separate and exclusive to the performance goals of the tasks. I sincerely believe that there should be constant and consistent reminders throughout the document, where appropriate, that teaching grammar as it is and has been horribly done is damaging to any World Languages program. It must be made very clear that grammar cannot be taught indepedently anymore. Example: "Any type of assessment should not exclusively determine if verb forms are written correctly. Research has already proven that this type of assessment does not determine language acquisition nor aide with proficiency in any language." My concern will be that WL educators that lean on grammar as the only indicator for language "proficiency" will come to the erroneous conclusion: "Since I wasn't told NOT to do it, I will continue to do it." Please consider this since WL programs are now held at a higher standard due to the fact that school districts are being assessed at the state level (CA Dashboard) based on Seals of Biliteracy and English Learner success on state exams. | Non-Actionable |
| 891 | Vossen | General | Please include more examples that show and explain how to implement strategies. Also, shade the examples, like the quotes so that they visually pop out for readers. | Non-Actionable |
| 892 | Williams | General | Thank you to the committee! This is a clear, comprehensive and "user friendly" framework with clear examples, easy reference charts and definitions. Most importantly it engages the reader as an active participant, rather than a "scanner of material". | Non-Actionable |
| 893 | Woo et al. | General | We only had time to review the first 11 pages. Please take our overall eval with a grain of salt. Overall, we thank you so much for all your work! | Non-Actionable |
| 894 | Woodward | General | The framework is so detailed and long I can't imagine the majority of educators and administrators will have the time to read it with the thoroughness it demands. I especially can't imagine a parent reading it. | Non-Actionable |

## Table 18: Comments for Chapter 2 from CDE Staff

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 895 | CDE Staff | 17 | Line 262: Insert highlighted text as follows:  Ms. Takayama reflected on some of the challenges she was having in her extremely diverse eighth grade language arts class. <bh>All of the students in her class were born outside of the U.S.<eh> In addition to the cultural diversity of her students, her class included newcomers with varied levels of prior formal schooling, and LTEL students. <bh>Almost 1/2 of her class is reading on grade level. Approximately, ten of her students are reading one to two years below grade level and two of her students are identified with a specific learning disability (dyslexia) and are reading below the fourth grade level. Ms. Takayama’s school has a well-established MTSS and five of her students are placed in a Tier II reading intervention class. Four students receive Tier III reading intervention.<eh> Due to this variability, she struggled to find reading materials she could use to engage the whole class; when the level was too low, many of her more proficient students would get bored, and when the level was too high, the newcomers and less proficient students would disengage, resulting in difficulty managing the classroom. It was also challenging to get all of her learners engaged in reading activities in class.  Note: It is important to take into account concrete reading level data, SPED identification, and MTSS participation when planning instruction. | Recommended |
| 896 | CDE Staff | 18 | Line 263: Insert highlighted text as follows:   * grade 8 language arts * 1 general education teacher * 25 students * Countries of birth:   + 9 China, 14 Pacific Islands, 1 Japan, 1 Vietnam * Language learner variability:   + 4 newcomers, 2 with interrupted formal schooling   + 19 lived in the country 1-3 years, 3 with interrupted formal schooling   + 2 LTEL students   + <bh>10 students reading 1-2 years below grade level<eh>   + <bh>2 students with SLD reading below 4th grade level<eh> | Recommended |
| 897 | CDE Staff | 20–21 | Part 1 of 2: Line 263: Insert highlighted text as follows:  Text Preview   * Context provided for the reading <bh>(Engagement)<eh> * Background building and connections to prior knowledge using visuals, video, and providing examples that students may relate to <bh>(Engagement/Representation)<eh> * Graphic organizers or guided note-taking sheets to help focus language learners on what information they need to look for and find in the text <bh>(Action/Expression)<eh>   Explicit and Contextualized Vocabulary Instruction   * Active discussion of vocabulary words with whole class <bh>(Representation)<eh> * Vocabulary discussion with connections to home language, using visuals, and drawing pictures to engage students <bh>(Representation)<eh>   Reciprocal Teaching   * Collaborative strategy in which students have roles and active engagement in the reading process <bh>(Engagement/Representation)<eh> | Recommended |
| 898 | CDE Staff | 20–21 | Part 1 of 2: Line 263: Insert highlighted text as follows:  Varied Formats of Digital Text   * Choice of reading independently or with the teacher <bh>(Representation)<eh> * Text-to-speech option supporting newcomers’ decoding and fluency hand helping LTEL students to recognize words in print that they have heard but don’t know how to read <bh>(Representation)<eh>   Independent Reading and Guided Choice   * Guided choices to facilitate students making connections <bh>(Engagement)<eh>   Text Preview   * Electronic text so that learners can use text-to-speech support <bh>(Representation)<eh> * Sentence frames and starters within the graphic organizer to support learners to complete them correctly <bh>(Action/Expression)<eh> | Recommended |
| 899 | CDE Staff | 21–22 | Part 1 of 2: Line 264: Insert highlighted text as follows:   * Additional video clips and visuals to build background <bh>(Engagement/Representation)<eh> * Leveled texts for newcomers to reduce some of the academic language and complexity <bh>(Representation)<eh> * Add visuals and graphics to leveled texts to amplify them <bh>(Representation)<eh> * Rotate groups with built-in accountability to support engagement and provide assistance. <bh>(Engagement)<eh> * Provide visuals for low-proficiency learners to copy onto their timelines and label instead of writing sentences. <bh>(Representation)<eh> * Extension activity: Ms. Takayama asks them to think about famous or historical figures that they know of from their own culture they faced challenges and persisted. Learners identify one challenge and one accomplishment related to this person, writes down or draws an image to depict the challenge and accomplishment, and then shares with the class or small group. <bh>(Engagement, Action/Expression)<eh> | Recommended |
| 900 | CDE Staff | 21–22 | Line 264: Insert highlighted text as follows:   * Have learners with the same first language provide additional support to each other in their groups by explaining key concepts to each other in their first language before writing the words or sentences on their timelines. <bh>(Action/Expression)<eh>   Note: It could be helpful to identify which areas of UDL are being addressed by instructional methods/materials. | Recommended |
| 901 | CDE Staff | 32 | Line 365: Insert highlighted text as follows:  The unit Ms. Ramirez is currently teaching is on the challenges <bh>some<eh> children face attending school in the Spanish-speaking world. | Recommended |
| 902 | CDE Staff | 41 | Line 518–527: Make deletions and insert underlined text as follows:  Other students, her migrant and transient students, need additional help with <bs>~~CM.1.N, CM.2.N, and~~<es> CCSS.ELA-LITERACY. <bs>~~RL3.3~~<es> <bh>RF.2.1.: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text and RF.4.4: Read with sufficient accuracy and fluency to support comprehension.<eh> <bs>~~Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.~~<es> One of the ways Mrs. Hamm offers targeted individual language support is through differentiated learning activities offered in centers or stations during instructional time. Based on students’ individual assessment results, Mrs. Hamm plans a reading lesson using <bs>~~the same~~<es> authentic reading material <bs>~~yet~~<es> <bh>and<eh> requiring students to complete tasks appropriate for their knowledge, skills, and proficiency development.  Note: The snapshot specifically notes phonics/fluency/foundational skill challenges, but does not provide instructional support in these areas. | Recommended |
| 903 | CDE Staff | 41 | Line 534–536: Make deletions and insert highlighted text as follows:  She uses the images in the book as well as models and total physical response to <bs>~~support comprehension~~<es> <bh>develop vocabulary<eh> for all of her language learners. | Recommended |
| 904 | CDE Staff | 41–42 | Line 544–560: Make deletions and insert highlighted text as follows:  However, there are two stations that are teacher led, one for students who need additional help with integrating knowledge and ideas (los tigres [the tigers]––the higher group) and one for students who need additional help with <bs>~~identifying key details in a text~~<es> <bh>basic decoding and fluenc<eh> (los leones [the lions]––the lower group).  <bs>~~Both groups at these centers begin with reading the story a second time, but los tigres begin reading on their own.~~<es> <bh>At the beginning of center time Mrs. Hamm sits with los leones and provides direct, explicit, systematic instruction on letter/sound correspondence, blending/segmenting phonetically regular words, and reading decodable text. As students read,<eh> <bs>~~guides their reading,~~<es> <bh>she helping helps with pronunciation as needed,<eh> and <bs>~~pausing~~<es> pauses them regularly to check for comprehension. <bs>~~Once they have completed the reading and understand the story map, the lower skilled group works on their story map together.~~<es> <bh>Before the teacher moves to support the other group, she<eh> <bs>~~points out the anchor chart on main ideas and details next to their table~~<es> <bh>tells los leones to reread the text with a partner, alternating each page, to help develop fluency.<eh> Mrs. Hamm moves to los tigres. As she moves to the other center, she quickly monitors the progress of students at the independent centers.  Note: The snapshot specifically notes phonics/fluency/foundational skill challenges, but does not provide instructional support in these areas. | Recommended |
| 905 | CDE Staff | 57 | Line 892–893: Insert highlighted text as follows:  <bh>To address learning differences <eh> <bs>~~C~~<es> curricular design in world languages utilizes Universal Design for Learning (UDL). | Recommended |
| 906 | CDE Staff | 57 | Line 910–914: Insert highlighted text as follows:  Different disabilities and individual needs require specific planning to ensure students with disabilities will achieve the goals of the WL Standards. <bh>For example, students with dyslexia often find learning a second language challenging and benefit from multisensory, direct, explicit, systematic instruction. (California Dyslexia Guidelines 2017).<eh> | Recommended |
| 907 | CDE Staff | 59 | Line 922: Make deletions and insert highlighted text as follows:  Classroom: Know students by checking for this information in the learning management system, or with the special education lead or administrator on campus. Design lessons that use SDAIE <bh>/UDL<eh> strategies.  Beyond the Classroom: Stakeholders ensure all staff have the information they need to provide individualized support, including IEPs, 504s, and behavior support plans. Attend IEP<bs>~~s~~<es> meetings to share progress, concerns, and plan support with IEP team. | Recommended |
| 908 | CDE Staff | 60 | Line 924: Insert highlighted text as follows:  Classroom: Remove barriers to learning by <bh>incorporating UDL principles in lesson design and<eh> varying instructional strategies for different learners in the room. | Recommended |
| 909 | CDE Staff | 80 | Line 1205: Make deletions and insert highlighted text as follows:  Classroom: Plan TARGET LANGUAGE units that are interesting and engage students. Present visual vocabulary prior to a lesson with new language content, using SDAIE strategies, pictographs, and anchor charts. Use advance organizers for pre-reading, pre-viewing, and pre-listening support; graphic organizers support students’ language and literacy development within each mode of communication. <bs>~~Plan activities that develop literacy through focusing on letter and word sounds, phonics and decoding~~<es> <bh>Provide direct, explicit, systematic instruction in phonological awareness, phonics, word recognition, and fluency.<eh>  Note: The issue identified was: Students still developing academic skills may struggle with knowledge of print concepts, phonological awareness, phonics and word recognition, and reading fluency in their first language.  Research strongly supports direct, explicit, systematic instruction to address these issues. | Recommended |
| 910 | CDE Staff | 85 | Line 1309–1311: Insert highlighted text as follows:   * <bh>California Department of Education. (2017). California Dyslexia Guidelines. Sacramento, CA. https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf<eh> | Recommended |

## Table 19: Comments for Chapter 5 from CDE Staff

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 911 | CDE Staff | 3 | Lines 53–58: Make deletions and insert underlined text as follows:  Universal Design for Learning <bh>is a set of principles for curriculum development that uses<eh> provides multiple means of engagement, representation, action, and expression for students with a wide range of abilities, individual needs, backgrounds, language skills, and learning preferences. <bs>~~It is a set of principles for curriculum development that uses multiple means of engagement~~<es> to provide each and every student varied and flexible opportunities to learn. | Recommended |

## Table 20: Comments for Chapter 7 from CDE Staff

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 912 | CDE Staff | 32 | Line 775: Is this an actual example from a classroom or was it made up? I ask because we may not want to include an example that is not speaking positively regarding our school nutrition programs. CDE operates millions of dollars in school nutrition programs, so the political optics are not good here. | Recommended |

## Table 21: General Comments from CDE Staff

| # | Source | Page | Line Number and Comment | Recommended Action |
| --- | --- | --- | --- | --- |
| 913 | CDE Staff | General | Add Tony Thurmond’s name where appropriate. | Recommended |