



WIDATM Español

UNIVERSITY OF WISCONSIN-MADISON



Administrator Resource for the Implementation of the Marco DALE

Marco de los estándares del desarrollo auténtico
del lenguaje español de WIDA

Growing, strengthening, and sustaining bilingualism through
language development

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Administrator Resource for the Implementation of the Marco DALE

Marco de los estándares del desarrollo auténtico
del lenguaje español de WIDA



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WIDA

The products and resources developed by WIDA share a series of foundational principles that are reflected in WIDA’s mission, vision, and values. The belief system presented below highlights the cultural, social, emotional, and experiential values of K-12 bi/multilingual learners, their families, and their teachers.

WIDA Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

WIDA Vision

To be the most trusted and valued resource in supporting the education of multilingual learners.

WIDA Values

The values that serve as the foundation for all products and components of the WIDA system are: innovation, service, the Can Do Philosophy, collaboration, and social justice.

Bi/Multilingual Learners

As part of the system of beliefs reflected in WIDA’s mission, vision, and values, WIDA Español uses the term **bi/multilingual learners** to describe all individuals who come into contact and/or interact regularly with two or more languages. While WIDA at large uses the term *multilingual learners*, WIDA Español has chosen to add “bi” to “multilingual” in recognition of students who are bilingual—and not yet multilingual—and as an affirmation of advocacy on behalf of bilingual and multilingual students in the U.S. The term

bi/multilingual includes students who learn Spanish and English (or another language) on a regular basis. For example, students identified in the U.S. as English learners (ELs), dual language learners (DLLs), heritage language learners, and students who speak varieties of standardized and Indigenous languages, and who at the same time receive Spanish language instruction, are considered bi/multilingual learners.

In the field of K-12 education, several terms are used to describe this population of learners. However, WIDA views the use of the term *bi/multilingual learners* as an effort that encourages the field to use terminology that recognizes and values students’ contributions to spaces of learning.

You can find additional information about these foundational principles on the [WIDA website](#).



WIDA Language Frameworks

WIDA offers three language frameworks to inform the teaching of bi/multilingual learners. These include the *Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA* (Marco DALE), the *Marco de referencia de las artes del lenguaje del español de WIDA* (Marco ALE), and the *WIDA English Language Development Standards Framework, 2020 Edition*. The **WIDA language frameworks** support the linguistic development and academic performance of bi/multilingual learners.

The three WIDA language frameworks were created using a **sociocultural lens** that encourages us to see language learning and the use of language as actions that prioritize understanding, interaction, and context. *Figure 1* shows the relationship between the three frameworks, which are centered on the WIDA values.

This administrator resource features the Marco DALE, which is informed by six Big Ideas and presented through four components. Enriched by the relationship with the other two frameworks, the Marco DALE shares its Big Ideas with the three ideologías orientadoras (or guiding principles) of the Marco ALE and three of the four Big Ideas of the WIDA ELD Standards Framework, 2020 Edition. Furthermore, readers of the Marco DALE will note that it highlights the realities and identities of bi/multilingual learners and their teachers, who learn and teach Spanish in Spanish-English bilingual contexts.

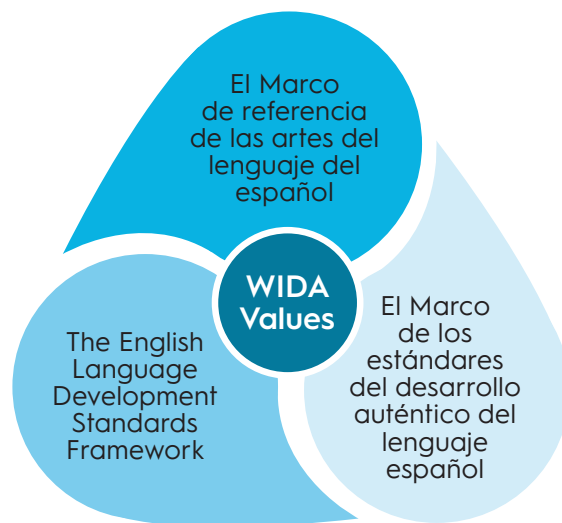
WIDA Español

WIDA Español is an initiative of WIDA. WIDA Español offers educators who teach academic content and language development in Spanish a comprehensive system for supporting instruction and assessment. This comprehensive system is designed to help teachers and administrators in the enrichment of educational programs in Spanish. The products and resources of WIDA Español are flexible and work alongside existing content curriculum, structures, and initiatives in schools. These resources create continuity through their alignment with the WIDA ELD Standards Framework, 2020 Edition, and similar standards developed by other entities. For more information on other products and services, visit the [WIDA Español webpage](#).

Connecting the WIDA Language Frameworks!

The Big Ideas of the Marco DALE are closely related to the Big Ideas of the WIDA ELD Standards Framework, 2020 Edition, and the ideologías orientadoras of the Marco ALE. The Marco DALE shares Equity, Integration, and Collaboration with the WIDA ELD Standards Framework, 2020 Edition, and Interaction, Multiliteracies, and Transculturalism with the Marco ALE. You can learn more about the Big Ideas of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 15-20 of that publication. You can also explore the ideologías orientadoras of the [Marco ALE](#) on pages 19-22 of that publication, which includes an English summary at the end of each section.

Figure 1: Relationship Between the Three Language Frameworks and the WIDA Values



The Purpose of the Marco DALE

The purpose of the Marco DALE is to inform the teaching of Spanish language development in grades K-12 within a bilingual education context. Informed by research and educator practice, this framework provides standards at the level of Language Expectations to inform Spanish language development of bi/multilingual learners who are learning academic content in Spanish. The Language Expectations are presented with Language Functions and sample Language Features that are organized under four Key Language Uses and across three modes of communication. The Marco DALE serves as a framework for instruction, curriculum, professional learning, and assessments of Spanish. Additionally, the Marco DALE may be adapted to inform policies and initiatives that promote Spanish bilingual education and programs of Spanish as a heritage and world language.

The Development of the Marco DALE

In 2013, WIDA published the *WIDA Spanish Language Development Standards, 2013 Edition*. A decade later, the Marco DALE expands on that work with a standards framework that reflects recent publications of WIDA, including the *WIDA English Language Development Standards Framework, 2020 Edition*, and the *Marco de referencia de las artes del lenguaje del español de WIDA (Marco ALE)*, a Spanish language arts framework published in 2021. The Marco DALE draws deep connections to the WIDA ELD Standards Framework, 2020 Edition, by borrowing its general approach, organization, and some of its Big Ideas. At the same time, the Marco DALE was developed for Spanish and is not a translation of the WIDA ELD Standards Framework, 2020 Edition.

The Marco DALE also shares a strong connection to the Marco ALE, as evidenced by the fact that some of the ideologías orientadoras of that framework are reflected in the Big Ideas of the Marco DALE. More specifically, the Marco DALE leveraged the deep learnings from the Marco ALE in Spanish language arts to inform Standard 2—Language for Language Arts.

For clarity, the Marco ALE is focused on the content area of Spanish language arts and the Marco DALE on Spanish language development across the content areas that include language arts, mathematics, science, and social studies. Lastly, it is important to recognize that the Marco DALE is informed by research and practice, as well as engagement with many leading scholars and practitioners, which helped create the standards framework presented here.

Want to learn more about the Big Ideas of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the Big Ideas in detail on pages 25–39. Furthermore, the theoretical underpinnings of the Big Ideas are explored in the Apéndice B: Fundamentos teóricos del Marco DALE of the same publication. You can also read the WIDA Español article, *Teaching in Spanish: Six big ideas to drive instruction*, which is published [in English](#) and [in Spanish](#).

The Organization and Audiences of the Marco DALE

The Marco DALE was carefully designed to ensure educators could engage with it in meaningful and practical ways. The list below presents the main sections. Please note that in the full-length publication, each section of the Marco DALE ends with an English summary in a blue box, to enable educators who may be more comfortable with English to engage with the various components of the framework. The sections of the Marco DALE are:

- **Introducción:** General information about WIDA, along with the purpose, development, organization, audiences, and uses of the Marco DALE
- **Ideas principales:** Big Ideas of the Marco DALE (Equity of opportunity and access; Integration of language and academic content; Collaboration among members of the teaching community; Interaction with others; Multiliteracies present in education; Transculturalism demonstrated by bi/multilingual individuals)
- **Componentes:** The components of the Marco DALE (Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors)
- **Materiales a nivel de grado:** Grade-level cluster materials that include Key Language Uses, the role of translanguaging, Language Expectations, and Proficiency Level Descriptors
- **Recursos:** Selected WIDA Focus Bulletins on translanguaging, multiliteracies, and collaboration, to support educators' applications of the Marco DALE Big Ideas
- **Apéndices:** A list of appendices presenting the key vocabulary; theoretical foundations of the Marco DALE; tables with the Marco DALE Proficiency Level Descriptors; a comparison between the Marco DALE, the *Estándares del desarrollo del lenguaje español de WIDA, Edición 2013*, and the WIDA ELD Standards Framework, 2020 Edition; selected bibliography; selected references by topic; and the standards development process and acknowledgments

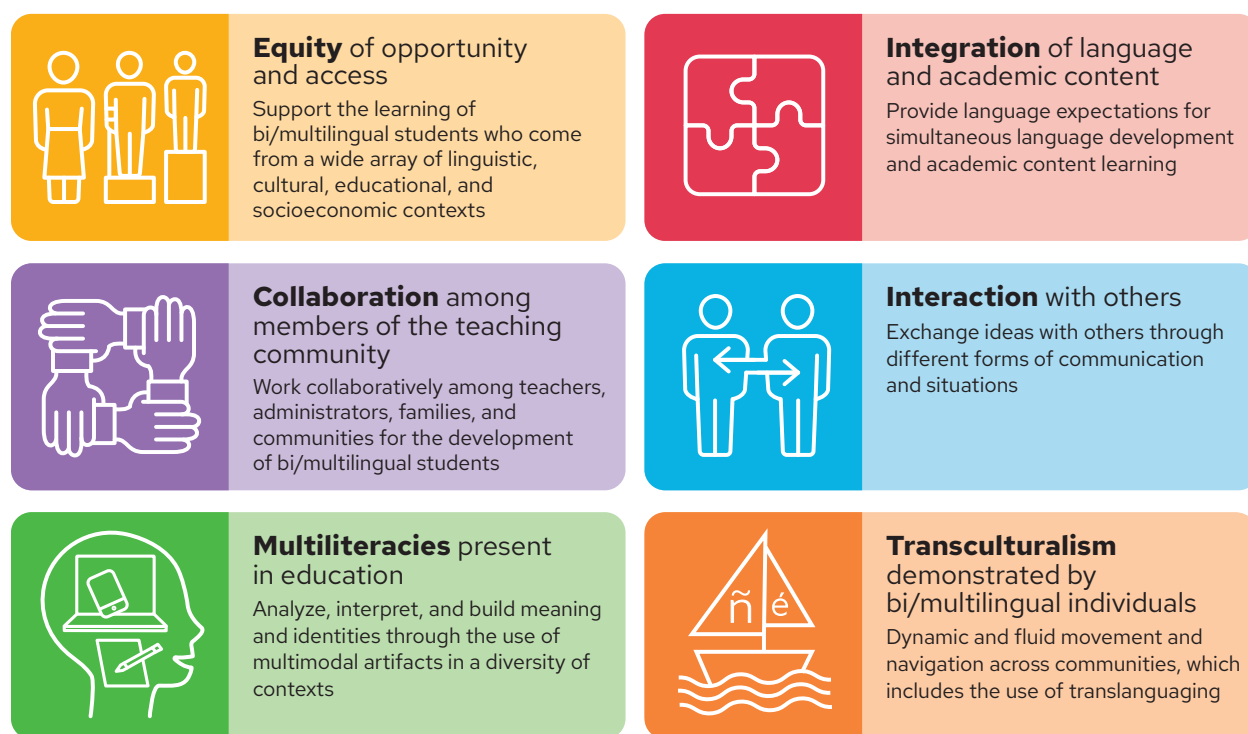
The Marco DALE was designed with a variety of audiences in mind. Here are some of them:

- **Classroom level educators** who are in need of Spanish language development standards to guide curriculum, instruction, and assessments
- **Administrators at the school and district level** who guide programming, curricula, policy, and other decisions associated with bilingual, dual language, heritage, and world language programs
- **State-level education agencies** who guide bilingual education decisions through policy, the adoption of standards, and supports for districts and schools implementing bilingual education programs
- **University leaders, researchers, and teacher preparation programs** looking to support pre-service and in-service educators with resources that further Spanish language development
- **Assessment development professionals** who are in need of standards to guide Spanish language development and proficiency assessments
- **Bi/multilingual learners, their families, and communities** who are looking to learn more about the possible trajectories for students' language development in Spanish and increase their advocacy for bilingual education programs

The Big Ideas of the Marco DALE

The Marco DALE is informed and guided by six ideas principales, or Big Ideas that permeate the document. These Big Ideas highlight beliefs and approaches that lead to the learning of Spanish in bi/multilingual contexts, including the learning of Spanish in bilingual education, as well as in heritage and world language programs. The Big Ideas have deep connections to the Marco ALE and the WIDA ELD Standards Framework, 2020 Edition. Furthermore, the Big Ideas inform the functional approach to language development that is adopted by the Marco DALE. The functional approach promotes the idea that students learn and use language to communicate based on their contexts. The Big Ideas of the Marco DALE are presented in *Figure 2*.

Figure 2: The Big Ideas of the Marco DALE that Inform the Functional Approach to Language Development



It is worth noting that although we may present or highlight each Big Idea separately, these are meant to be implemented with fluidity and there are many instances in which one can further inform another. That is why readers of the Marco DALE will be sure to see all six of the Big Ideas in constant application across the standards framework. We highly encourage educators to utilize these Big Ideas to inform their teaching of Spanish language development and to further extend their application into other areas of teaching and learning with bi/multilingual learners.

The Components of the Marco DALE

The Marco DALE is composed of four components, which appear in *Figure 3* below. The components follow the same sequence as the WIDA ELD Standards Framework, 2020 Edition:

- Las declaraciones de los estándares/Standards Statements: Conceptual framing of language and academic content integration
- Los usos clave del lenguaje/Key Language Uses: Prominent language uses across academic disciplines
- Las expectativas del lenguaje/Language Expectations: Goals for language learning in school contexts
- Los descriptores del nivel de desempeño lingüístico/Proficiency Level Descriptors: Continuum of language development across six levels

Want to learn more about the components of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the components in detail on pages 41-61.

Figure 3: The Four Components of the Marco DALE



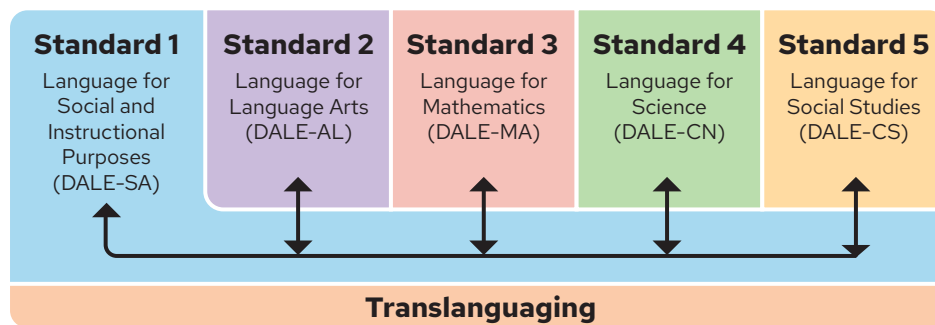
Connecting the WIDA Language Frameworks!

The components of the Marco DALE are the same as the components of the WIDA ELD Standards Framework, 2020 Edition. This was done purposefully to enable the collaboration among educators who teach Spanish and those who teach English in bilingual education settings and to facilitate bilingual instruction of teachers who teach both languages. In utilizing the same organizational structure, the two frameworks facilitate the planning and language goal setting process. You can learn more about the components of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 21-36 of that publication.

Under the **Standards Statements**, there are five descriptions that mirror the WIDA ELD Standards Framework, 2020 Edition, which are reflected in *Figure 4* and expanded on in *Table 1*. These are:

- El lenguaje para socializar y aprender (DALE-SA)/Language for Social and Instructional Purposes
- El lenguaje para las artes del lenguaje (DALE-AL)/Language for Language Arts
- El lenguaje para las matemáticas (DALE-MA)/Language for Mathematics
- El lenguaje para las ciencias naturales (DALE-CN)/Language for Science
- El lenguaje para las ciencias sociales (DALE-CS)/Language for Social Studies

Figure 4: The Standards Statements of the Marco DALE



It is important to note that Standard 1—Language for Social and Instructional Purposes—appears in all the content areas and therefore it is part of the other four standards. Additionally, the Marco DALE includes translanguaging as another component for understanding and enacting the Standards Statements. **Translanguaging** is part of all five standards and allows for the recognition of students' holistic linguistic repertoire, in a dynamic and fluid way, taking into account their context and the people with whom they interact.

Want to learn more about the Standards Statements of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the Standards Statements in detail on pages 44–47.

Table 1: The Standards Statements of the Marco DALE

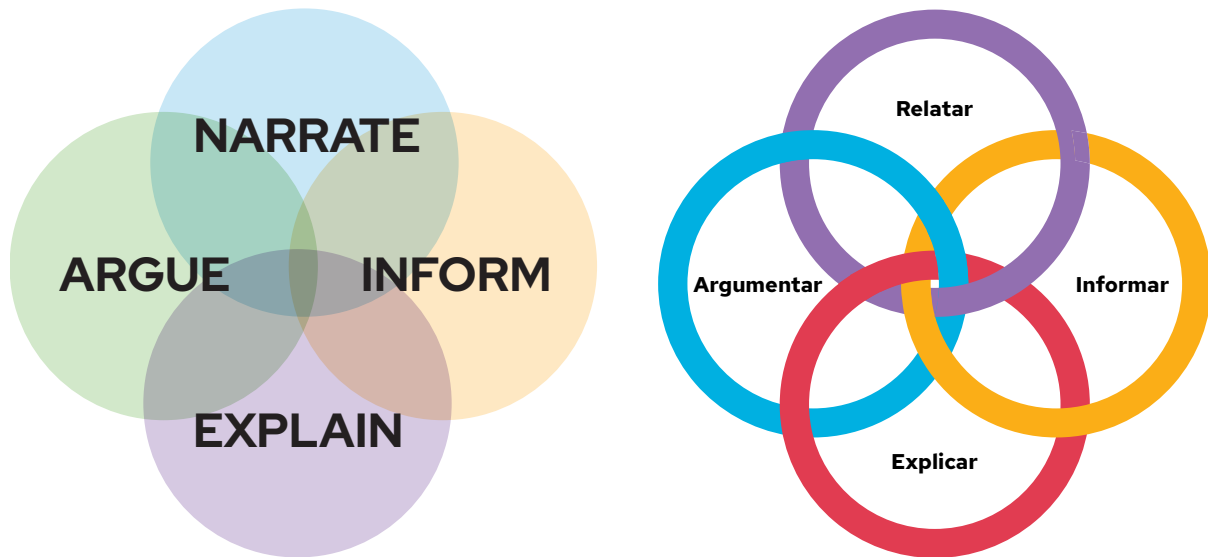
Standard	Standards Statement	Abbreviation
Marco DALE Standard 1	Bi/multilingual learners use language for social and instructional purposes in school settings.	Language for Social and Instructional Purposes (DALE-SA)
Marco DALE Standard 2	Bi/multilingual learners use language to learn and communicate information, ideas, and concepts necessary for academic success in the content area of language arts .	Language for Language Arts (DALE-AL)
Marco DALE Standard 3	Bi/multilingual learners use language to learn and communicate information, ideas, and concepts necessary for academic success in the content area of mathematics .	Language for Mathematics (DALE-MA)
Marco DALE Standard 4	Bi/multilingual learners use language to learn and communicate information, ideas, and concepts necessary for academic success in the content area of science .	Language for Science (DALE-CN)
Marco DALE Standard 5	Bi/multilingual learners use language to learn and communicate information, ideas, and concepts necessary for academic success in the content area of social studies .	Language for Social Studies (DALE-CS)

Connecting the WIDA Language Frameworks!

The Standards Statements of the Marco DALE are the same as the Standards Statements of the WIDA ELD Standards Framework, 2020 Edition. The Standards Statements have seen little change since WIDA published the *WIDA Consortium English Language Proficiency Standards, 2004 Edition*. You can learn more about the Standards Statements of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 24–25 of that publication.

The **Key Language Uses** in the Marco DALE also match those of the WIDA ELD Standards Framework, 2020 Edition: *Relatar/Narrate*, *Informar/Inform*, *Explicar/Explain*, and *Argumentar/Argue*. It is important to note the difference between *relatar* and *narrate*. For Spanish, telling stories—or *relatos*—is much more appropriate as a genre family than it is to narrate events. *Figure 5* below demonstrates the intersections among the Key Language Uses and *Table 2* explains criteria for each.

Figure 5: The Key Language Uses of the WIDA ELD Standards Framework, 2020 Edition, and of the Marco DALE



Want to learn more about the Key Language Uses of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the Key Language Uses in detail on pages 48-50.

Table 2: The Marco DALE Key Language Uses

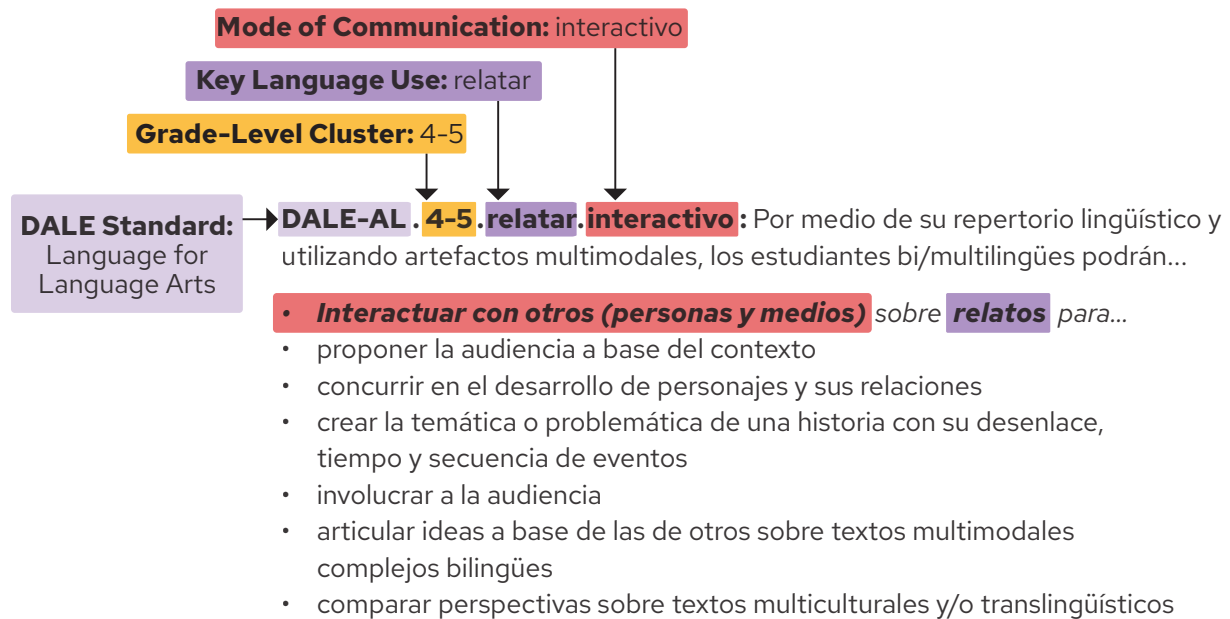
The Marco DALE Key Language Uses for Grades K-12	
Relatar/ Narrate	<ul style="list-style-type: none"> • Add details about characters, themes, events, objects, and settings in multimodal tales and stories using images, metaphors, and other stylistic devices • Develop a sense of structure in messages (written, oral, or in other modalities) • Use dialogue for different purposes • Create images and perspectives through descriptive language for different purposes and audiences • Interpret, construct, and present real or imaginary experiences, emotions, and events
Informar/ Inform	<ul style="list-style-type: none"> • Represent observations, information, and descriptions of observable/unobservable and concrete/abstract entities, phenomena, or concepts • Interpret information to build generalizations of concepts that go beyond individual experiences • Identify and describe relationships between ideas, concepts, and information
Explicar/ Explain	<ul style="list-style-type: none"> • Account for the root causes of how something works or why something happens • Identify the consequences or effects of actions or events • Describe, represent, and interpret the relationships between phenomena or events and the environment in which they occur • Ask questions, contemplate, and investigate cycles, phenomena, events, actions, and processes
Argumentar/ Argue	<ul style="list-style-type: none"> • Share and support opinions and perspectives with evidence and viable reasoning • Use opposing or counterclaims strategically to strengthen opinions and perspectives • Consider and engage with other voices and perspectives based on audience

Connecting the WIDA Language Frameworks!

The Key Language Uses of the Marco DALE are almost the same as those of the WIDA ELD Standards Framework, 2020 Edition. As noted, the big difference appears in the use of *relatar* in Spanish and *Narrate* in English. You can learn more about the Key Language Uses of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 26-27 of that publication.

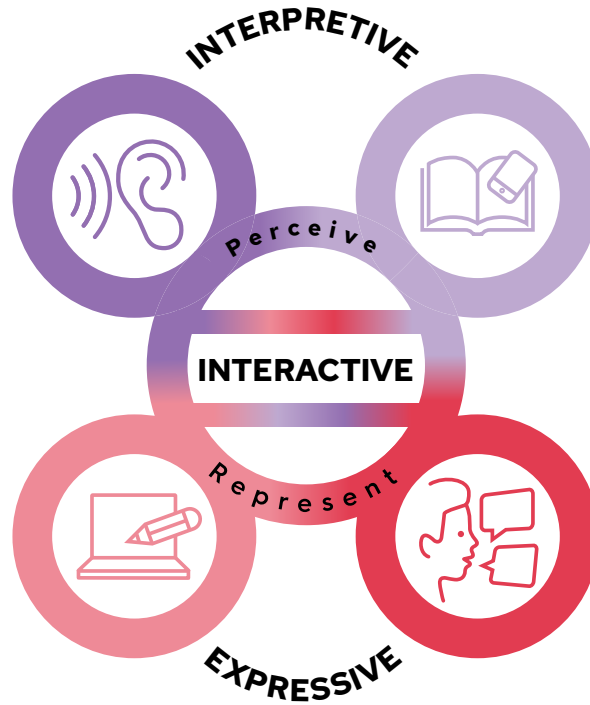
As for the **Language Expectations**, the Marco DALE organizes these by the following grade-level clusters: K, 1, 2-3, 4-5, 6-8, and 9-12, which is the same structure followed in the WIDA ELD Standards Framework, 2020 Edition. Also, just like its ELD counterpart, the Marco DALE utilizes a reference code to support educators' use of the standards in their curriculum and lesson plans. The reference code appears in *Figure 6*. Furthermore, the Language Expectations are organized under three modes of communication, which appear in *Figure 7*: interpretive, expressive, and interactive. The Marco DALE presents the interactive mode to highlight the importance of interaction in language learning. Language Expectations are presented through Language Functions and sample Language Features to support educators' use of the expectations to drive their instruction. The anatomy of a Language Expectation is shown in *Table 3*, which demonstrates the relationship between the stem, the Language Function, and the sample Language Features.

Figure 6: The Reference Code for the Language Expectations of the Marco DALE



The **modes of communication**, as noted above and reflected in *Figure 7*, emphasize the various ways in which we exchange information, increase accessibility options for students, and emphasize multimodal forms of communication. This is done by integrating perception alongside listening and reading, as well as representation alongside speaking and writing. The interactive mode highlights authentic and dynamic exchanges of information, ideas, concepts, and emotions. This includes communication in and through various languages and their varieties.

Figure 7: The Modes of Communication of the Marco DALE



Want to learn more about the Language Expectations of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the Language Expectations in detail on pages 51-55.

Table 3: The Anatomy of a Language Expectation

Language Expectation: DALE-AL.4-5.relatar.interactivo		
Stem	Language Function	Sample Language Features
Indicates interpretive, interactive, or expressive mode	Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Por medio de su repertorio lingüístico y utilizando artefactos multimodales, los estudiantes bi/multilingües podrán interactuar con otros (personas y medios) sobre relatos para...	Comparar perspectivas sobre textos multiculturales y/o translingüísticos por medio de...	<ul style="list-style-type: none"> • Palabras y expresiones que indican el tiempo y lugar de los sucesos • Verbos de acción con uso de tiempos verbales para dinamizar, ralentizar o valorar acciones

Connecting the WIDA Language Frameworks!

Although the Language Expectations of the Marco DALE are organized the same way as those of the WIDA ELD Standards Framework, 2020 Edition, these are very different. The difference arises from the linguistic nature and the language development that is specific to each language. You can learn more about the Language Expectations of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 28–30 of that publication.

Lastly, the Marco DALE includes **Proficiency Level Descriptors** to provide a general guide of Spanish language development across six levels of proficiency. These are organized by mode of communication and dimension of language use (discourse, sentence, and word/phrase). Proficiency Level Descriptors allow for educators to design instruction and assessments to track students over the course of the six levels of language development—but should not be used to dictate grades or make decisions on bi/multilingual learners’ cognitive abilities.

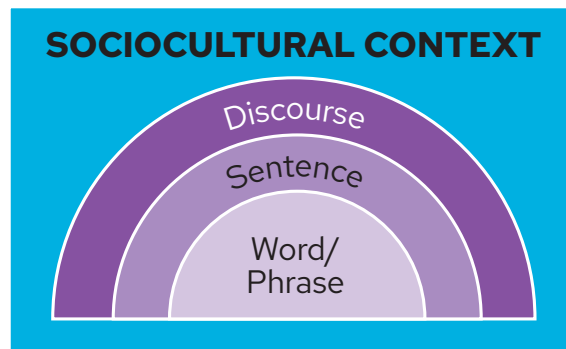
Want to learn more about the Proficiency Level Descriptors of the Marco DALE?

Written in Spanish with English summaries, the full-length publication of the [Marco DALE](#) explores the Proficiency Level Descriptors in detail on pages 55–58.



The **dimensions of language use** are one way to conceptualize the linguistic system within a sociocultural context, as shown in *Figure 8*. The Marco DALE presents three dimensions of language: discourse, sentence, and word/phrase. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have a desired effect on its intended audience(s).

Figure 8: The Dimensions of Language Within a Sociocultural Context



The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

The **sentence dimension** contributes to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequenced and connected.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

Table 4 expands on these definitions of the dimensions of language by presenting their criteria, foci, and how they are reflected in sample Language Features.

**Table 4: Dimensions of Language in the Proficiency Level Descriptors:
Criteria, Foci, and Sample Language Features**

Language Dimension	Criteria	Focus	Sample Language Features
Discourse	Organization of language, cohesion of language, and density of language	How language is organized and the interconnection between ideas using a variety of cohesive genre elements	Text organization patterns, such as introduction, body, and conclusion Cohesive elements, such as <ul style="list-style-type: none"> • repeated words • synonyms • pronoun substitution • connectors • groups of nouns
Sentence	Type, variety, and usage of language forms and conventions	How relationships between ideas are expressed through simple, compound, and complex sentences	Various types of sentences, coordinating and subordinating conjunctions, dependent and independent clauses
Word/Phrase	Selection and precision of vocabulary	How everyday, interdisciplinary, and technical language is used to represent precise or abstract meanings	A variety of words and phrases appropriate to time, manner, and place

Connecting the WIDA Language Frameworks!

The Proficiency Level Descriptors of the Marco DALE resemble those of the WIDA ELD Standards Framework, 2020 Edition. Both frameworks organize language development across six levels. However, each framework reflects the specific language development trajectory of each language. You can learn more about the Proficiency Level Descriptors of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 31-34 of that publication.

The Marco DALE Grade-Level Cluster Materials

WIDA recognizes that language development occurs over several years, is variable, and depends upon many factors—such as age, maturity, classroom experiences, motivation, attitudes, and types of educational programming that bi/multilingual students have received. With this in mind, we have developed grade-level materials that are appropriate for students throughout their school trajectory. The grade-level clusters are as follows:

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

For each grade-level cluster, we present detailed and specific information on the Marco DALE for bi/multilingual students in that cluster. As a reminder, the Marco DALE Standards Statements are the same for kindergarten through 12th grade and are used to organize the framework. Each standard has its own color, which is reflected in the Marco DALE using the following pattern:

- Standard 1 is **blue**
- Standard 2 is **purple**
- Standard 3 is **red**
- Standard 4 is **green**
- Standard 5 is **yellow**

Each grade-level cluster includes the following materials:

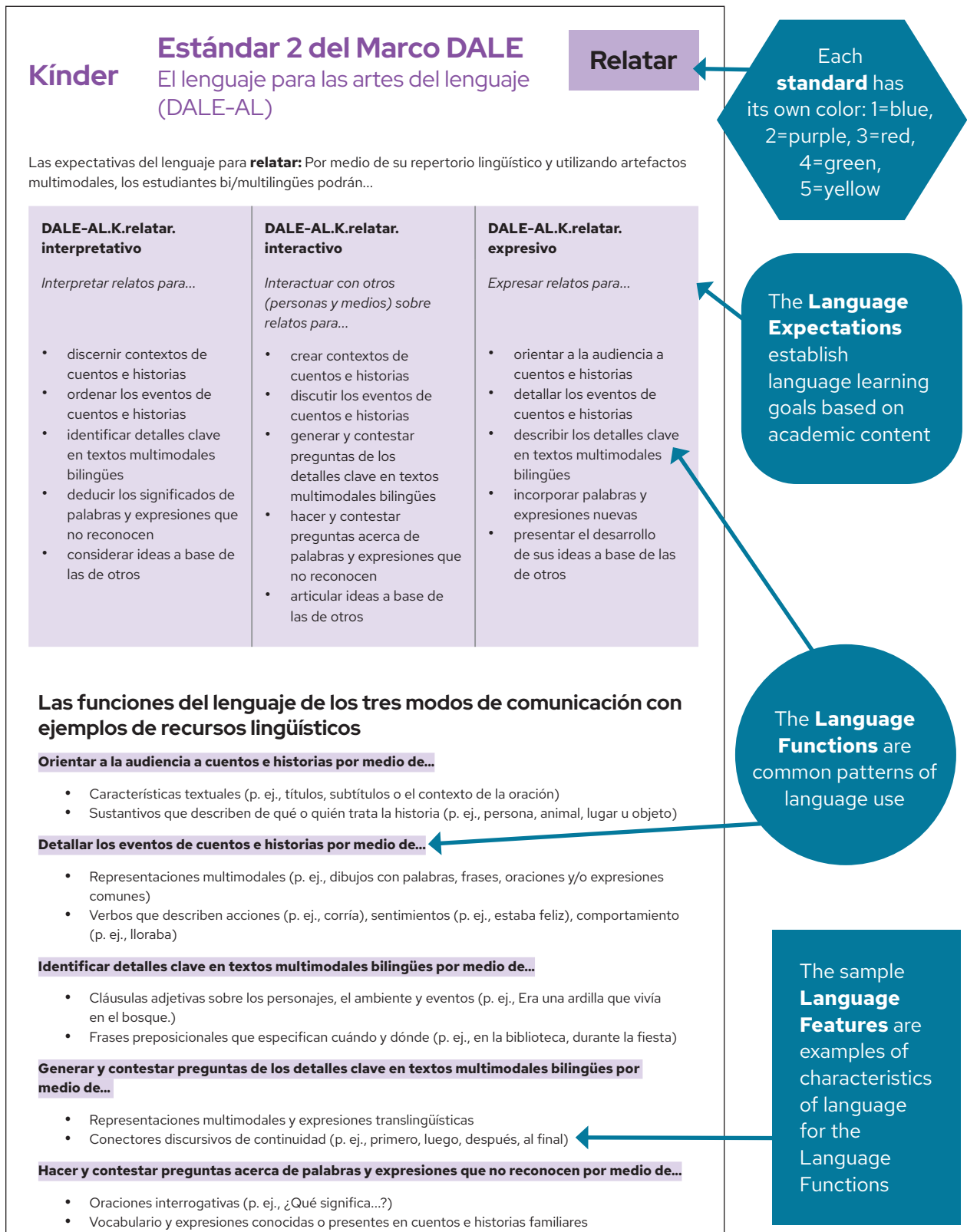
- The most prominent Key Language Uses for each of the standards
- The role of translanguaging through the Marco DALE Key Language Uses for kindergarten through 12th grade
- The Language Expectations that include Language Functions across the three modes of communication with sample Language Features (*Figure 9* presents the Language Expectations with labels for each element)
- Language Proficiency Level Descriptors for kindergarten through 1st grade or 2nd grade through 12th grade, depending on the grade-level cluster

It is highly recommended that educators review the information in the Big Ideas and framework components sections of the Marco DALE before reading a grade-level cluster section. Educators will find additional resources for the implementation of the Marco DALE on the [WIDA website](#).

Connecting the WIDA Language Frameworks!

Both the Marco DALE and the WIDA ELD Standards Framework, 2020 Edition, follow the same grade-level clusters. This is consistent with the ways in which education is organized in the U.S., keeping in mind the learning similarities and differences across grades. You can learn more about the grade-level clusters of the [WIDA ELD Standards Framework, 2020 Edition](#), on pages 37-40 of that publication.

Figure 9: The Marco DALE Language Expectations, Language Functions, and Language Features Presented Across the Three Modes of Communication



Resources

To support educators' use and implementation of the Marco DALE—and to further the understanding behind key aspects of the framework—WIDA Español has included a selection of previously published WIDA Focus Bulletins as part of that publication. Through interviews, reflections, and engaging vignettes, each Focus Bulletin presents meaningful research and practical applications on each topic. The Focus Bulletins also include tools to support educators' use of the Marco DALE and the other WIDA language frameworks. Below is a brief overview of each of the included Focus Bulletins:

- **Translanguaging:** Explores translanguaging from the perspective of four educators, covering their teaching experiences from kindergarten through high school.
- **Multiliteracies:** Investigates how educators of bi/multilingual learners can leverage multiliteracies for instruction, with a focus on Spanish language arts and connections to the Marco ALE.
- **Collaboration:** Presents collaboration as a cyclical process with shared responsibility by educators assessing, reflecting upon, planning for, and teaching multilingual learners, while showcasing direct connections to the WIDA ELD Standards Framework, 2020 Edition.

You can also find English versions of these Focus Bulletins on the [WIDA Resources/Recursos web page](#).

Appendices

The full-length Marco DALE includes seven appendices to further support educators' understanding and implementation of the Marco DALE. The appendices included are:

- Appendix A: Key Vocabulary
- Appendix B: Theoretical Foundations of the Marco DALE
- Appendix C: Marco DALE Proficiency Level Descriptors for Kindergarten through 1st Grade and 2nd through 12th Grade
- Appendix D: Comparison of the Marco DALE to the *WIDA Spanish Language Development Standards, 2013 Edition*, and the *WIDA English Language Development Standards Framework, 2020 Edition*
- Appendix E: Selected Bibliography
- Appendix F: Selected References
- Appendix G: Acknowledgments and Development Process

WIDA Español also continues to publish resources, tools, and materials to aid school and district leaders in the implementation of the Marco DALE. You can find the latest resources on the [Marco DALE webpage](#).

wida.wisc.edu

