



Figure 3.5 Erica's translanguaging progression, as evaluated by her teacher in school.

- ◆ Language-specific performance in English
- ★ Language-specific performance in Spanish
- General linguistic performance

Student: Erica

Text: *Lluvia de plata* by Sara Poot Herrera

Standard: Reading Literature, grade 4. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Performance tasks

- Reading in Spanish
- Discussing reading with peers using a guide to compile textual evidence (details, examples) to support text summary and inferences.
- Independent writing task in Spanish that summarizes the reading text and makes inferences from that text using examples and details from the text.

experienced. However, when not limited to the use of one language, Erica's general linguistic performances on the types of tasks in this particular activity series (e.g., reading for information, participating in evidence-based conversations around text, summarizing a reading and making inferences, using examples and details from the text) are stronger than her performances in English only or Spanish only would be. For example, Carla noted that Erica's participation in the discussion about evidence from the text was richer than if she had asked Erica to speak only in Spanish.

Carla observed that translanguaging leveraged *all* students' performances in ways that propelled them forward to greater learning and more advanced linguistic performances. For example, *Jennifer* was able to identify text-based evidence easily, but in Spanish only she would not have been engaged with the group. In contrast, although Ricardo speaks Spanish fluently, he has not had much practice finding text-based evidence. Jennifer supported Ricardo in finding evidence; in turn, Ricardo supported Jennifer's spoken Spanish as they collaborated using Spanish. Carla also observed that after the rich unfettered