

# Structures that Support Well-Implemented DL Programs



March 6, 2026 – Sheridan Way, VUSD

Karen Beeman

**Center for Teaching for Biliteracy**

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## Agenda:

- The Bridge
- Vision and Pedagogy
- Language and Content Allocation Plan
- Biliteracy Schedules
- Next Steps

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|                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                                                                                     |                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Unit Theme:</b> <ul style="list-style-type: none"><li>● Content Area Standards</li><li>● Spanish Language Arts Standards</li><li>● Spanish Language Development Standards</li><li>● Content and Literacy Big Ideas</li><li>● Storyline</li><li>● Summative Assessment</li></ul>                                                           |                                                                                                                                                                                                            |                                                                                                     | F<br>o<br>r<br>m<br>a<br>t<br>i<br>v<br><br>A<br>s<br>s<br>e<br>s<br>m<br>e<br>n<br>t |
| <b>Building Oracy, Background Knowledge: Language Comprehension</b> <ul style="list-style-type: none"><li>● Academic listening and speaking necessary for content instruction and literacy development.</li><li>● Developed at the beginning of the unit and whenever new language or concepts are introduced throughout the unit.</li></ul> |                                                                                                                                                                                                            |                                                                                                     |                                                                                       |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>● Oracy, background knowledge, and language comprehension</li><li>● Comprehensive literacy routines, strategies and reading behaviors.</li></ul>                                                                                                                          | <b>Content Area Instruction</b> <ul style="list-style-type: none"><li>● Oracy, background knowledge, and language comprehension</li><li>● Inquiry</li><li>● Investigations</li><li>● Experiments</li></ul> |                                                                                                     |                                                                                       |
| <b>Writing</b> <ul style="list-style-type: none"><li>● Oracy, background knowledge, and language comprehension</li><li>● Comprehensive literacy routines, strategies and writing behaviors.</li></ul>                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                     |                                                                                       |
| <b>Foundational Skills and</b> <ul style="list-style-type: none"><li>● Oracy, background knowledge, and language comprehension</li><li>● Phoneme Awareness, Phonics, Decoding, Encoding, Orthography</li><li>● Vocabulary background knowledge, syntax, and semantics</li></ul>                                                              |                                                                                                                                                                                                            |                                                                                                     |                                                                                       |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                     |                                                                                       |
| <b>Bridge – Transfer</b> <ul style="list-style-type: none"><li>● Illustration</li><li>● Side by Side or</li><li>● Así se dice</li></ul>                                                                                                                                                                                                      | <b>Bridge – Transfer and Practice.</b><br>Practice the new language (includes Listening, Speaking, Reading, and Writing in the other language)                                                             | <b>Bridge: Contrastive Analysis</b><br>Phonology<br>Morphology<br>Syntax and grammar<br>Pragmatics. |                                                                                       |

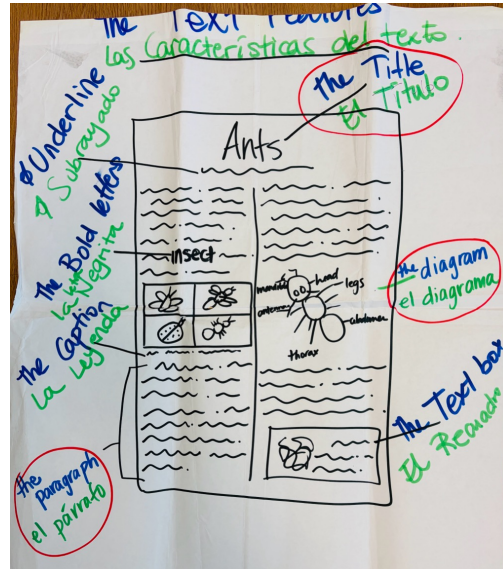
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## Matching Transfer Charts with Contrastive Analysis Charts

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## Transfer: Illustration



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## Contrastive Analysis: Morphology (Cognates)

| los cognados        | cognates            |
|---------------------|---------------------|
| el título           | the title           |
| el diagrama         | the diagram         |
| el párrafo          | the paragraph       |
| Cognados<br>Español | Cognates<br>English |
| causa               | cause               |
| idea                | idea                |
| humano              | human               |
| historia            | history             |
| líder               | leader              |
| MAPA                | MAP                 |
| momento             | moment              |
| Pionero             | Pioneer             |

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**Text Features**  
 las Características del texto  
 the Title  
 El Título  
 the diagram  
 el diagrama  
 the paragraph  
 el párrafo  
 the Bold letters  
 la Negrita  
 the Caption  
 la Leyenda  
 the Underline  
 el Subrayado

**Cognates**  
 los cognados  
 the title  
 the diagram  
 the paragraph  
 English  
 Cause  
 idea  
 humano  
 historia  
 líder  
 MAPA  
 momento  
 Pionero  
 reunión

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## Transfer: Side-by-Side

| in English                | en Español                   |
|---------------------------|------------------------------|
| The array                 | la matriz                    |
| the repeated addition     | La Suma Repetida             |
| the Equal Groups          | Los grupos iguales           |
| the strategies by factors | Las estrategias por factores |
| the product               | El producto                  |
| the properties            | LAS PROPIEDADES              |
| To multiply               | multiplicar                  |
| THE MULTIPLICATION SIGN   | El signo de multiplicación   |
| THE multiplication table  | La tabla de multiplicación   |

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## Contrastive Analysis: Grammar - Articles

|                                                                                                                            |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <u>the</u> The product<br><u>the</u> The multiplication sign<br><u>the</u> the human                                       | <u>el</u> El producto<br><u>el</u> El signo de multiplicar<br><u>el</u> el humano                                 |
| <u>the</u> THE ARRAY<br><u>the</u> The repeated addition<br><u>the</u> the multiplication table<br><u>The</u> The backpack | <u>la</u> LA MATRIZ<br><u>la</u> la suma repetida<br><u>la</u> la tabla de multiplicación<br><u>La</u> La mochila |
| <u>the</u> the equal groups<br><u>the</u> the animals                                                                      | <u>los</u> los grupos iguales<br><u>los</u> los animales                                                          |
| <u>the</u> The strategies by factors<br><u>the</u> THE PROPERTIES<br><u>the</u> The machines                               | <u>las</u> Las estrategias por factores<br><u>las</u> LAS PROPIEDADES<br><u>las</u> las máquinas                  |

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| in English                       | en Español                          |
|----------------------------------|-------------------------------------|
| <u>The</u> array                 | <u>la</u> matriz                    |
| <u>the</u> repeated addition     | <u>la</u> suma repetida             |
| <u>the</u> Equal Groups          | <u>los</u> grupos iguales           |
| <u>the</u> strategies by factors | <u>las</u> estrategias por factores |
| <u>the</u> product               | <u>el</u> producto                  |
| <u>the</u> properties            | <u>las</u> PROPIEDADES              |
| <u>to</u> multiply               | <u>la</u> multiplicación            |
| <u>the</u> MULTIPLICATION SIGN   | <u>el</u> signo de multiplicación   |
| <u>the</u> multiplication table  | <u>la</u> tabla de multiplicación   |

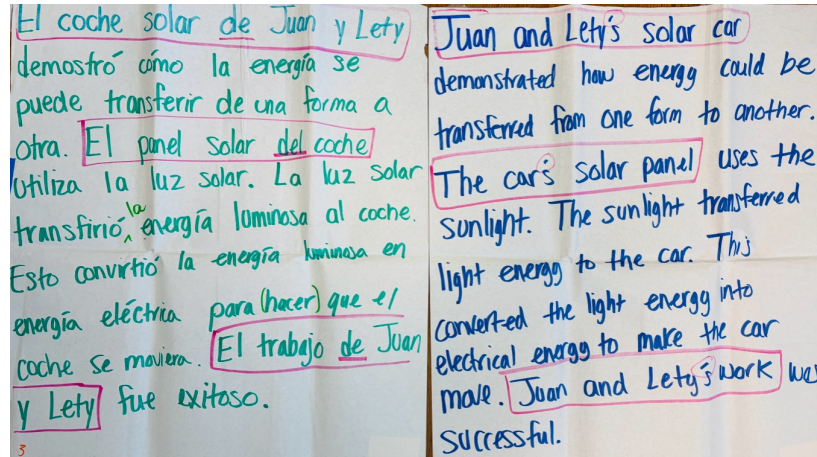
  

|                                                                                                                            |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <u>the</u> The product<br><u>the</u> The multiplication sign<br><u>the</u> the human                                       | <u>el</u> El producto<br><u>el</u> El signo de multiplicar<br><u>el</u> el humano                                 |
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| <u>the</u> the equal groups<br><u>the</u> the animals                                                                      | <u>los</u> los grupos iguales<br><u>los</u> los animales                                                          |
| <u>the</u> The strategies by factors<br><u>the</u> THE PROPERTIES<br><u>the</u> The machines                               | <u>las</u> Las estrategias por factores<br><u>las</u> LAS PROPIEDADES<br><u>las</u> las máquinas                  |

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## Transfer: Así se dice



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## Contrastive Analysis: Grammar (Possession)

| Enseñando la posesión en Español           | Showing possession in English          |
|--------------------------------------------|----------------------------------------|
| El coche solar de Juan y Lety <sub>x</sub> | Juan and Lety's solar car <sub>x</sub> |
| El panel solar del coche <sub>x</sub>      | The car's solar panel <sub>x</sub>     |
| El trabajo de Juan y Lety <sub>x</sub>     | Juan and Lety's work <sub>x</sub>      |
| La energía del coche <sub>x</sub>          | the car's energy <sub>x</sub>          |
| el propósito del autor                     | the author's reasons                   |

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El coche solar de Juan y Lety demostró cómo la energía se puede transferir de una forma a otra. El panel solar del coche utiliza la luz solar. La luz solar transfirió la energía luminosa al coche. Esto convirtió la energía luminosa en energía eléctrica para hacer que el coche se moviera. El trabajo de Juan y Lety fue exitoso.

Juan and Lety's solar car demonstrated how energy could be transferred from one form to another. The car's solar panel uses the sunlight. The sunlight transferred light energy to the car. This converted the light energy into electrical energy to make the car move. Juan and Lety's work was successful.

| Escribiendo la posesión en Español | Showing possession in English |
|------------------------------------|-------------------------------|
| El coche solar de Juan y Lety.     | Juan and Lety's solar car.    |
| El panel solar del coche.          | The car's solar panel.        |
| El trabajo de Juan y Lety.         | Juan and Lety's work.         |
| La energía del coche.              | the car's energy.             |
| el propósito del autor.            | the author's reasons.         |

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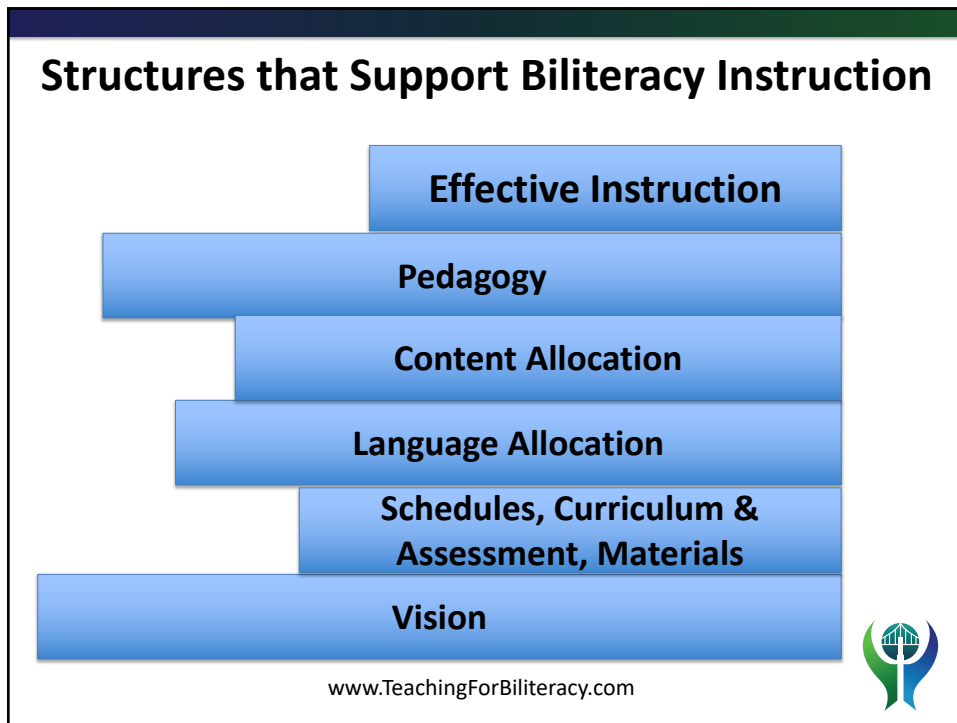
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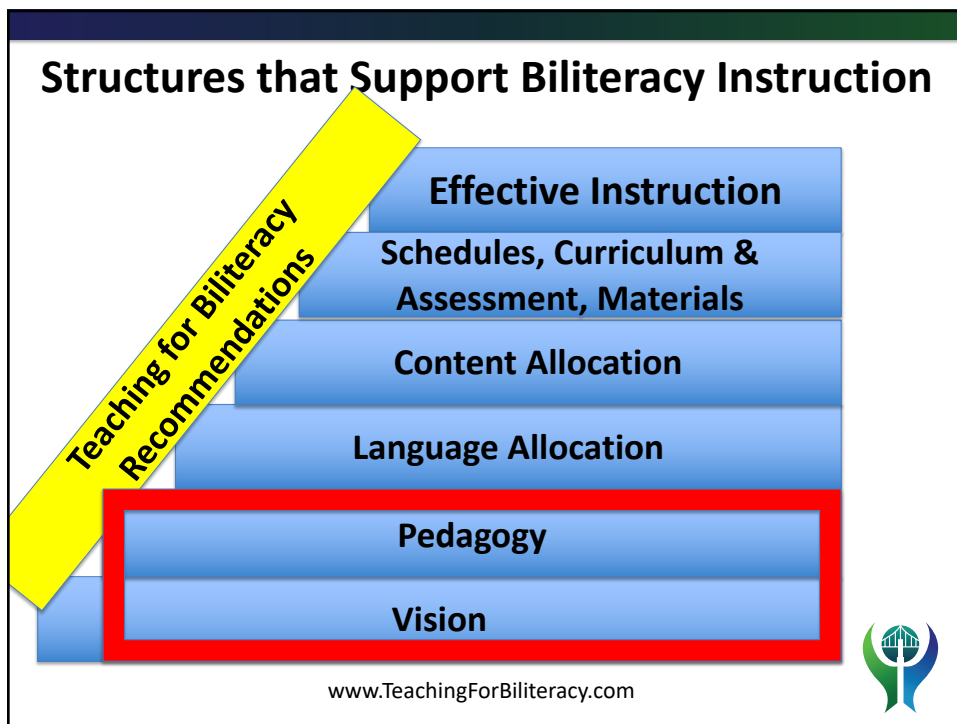
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**VENTURA UNIFIED DUAL LANGUAGE PROGRAM VISION AND PEDAGOGY**






**Why Dual Language?** According to various researchers, bilingual individuals can enjoy:

- **Academic** advantages for all, including highest-achieving model program for Multilingual (English) Learners
- **Social Emotional** benefits of culturally-sustaining strong ties with family, culture, and community
- **Cognitive** benefits of improved attention span and multi-tasking skills compared to monolinguals
- **Health** advantages of delayed cognitive decline with conditions like Alzheimer's or dementia
- **Communication** benefits of being able to converse and interact with a broader variety of people
- **Cultural** benefits of increased empathy and multicultural awareness, competence, and appreciation
- **Economic** benefits of increased job competitiveness and higher earnings than monolinguals

**Program Goals:**

- High levels of oracy and biliteracy in both Spanish and English
- High, grade-level academic achievement and excellence across subjects in both languages
- Socio-cultural competence and commitment to equity

**Who is the program for?** All students are welcome, including sequential and simultaneous bilinguals of all languages and all students with exceptional needs. Students ideally enter our programs in TK or Kinder but may also enter the first day of first grade. Later transfers into our programs are eligible by VUSD assessment and may include newcomers, heritage speakers, or students enrolled elsewhere in a Dual Language program. A commitment to remain with the program for its entirety yields the best results as students often begin to outscore their monolingual peers and fully develop both languages around the transition to Middle School.

**Language and Content Allocation Plan:** VUSD DL Programs run TK-12th grade. Elementary students follow an 80/20 model (80% instruction in Spanish with 20% in English in TK/K gradually balancing to 50% of the day in each language in the older grades) because research shows it is the best model for our English Learners. Our secondary DL students receive 1-2 classes in Spanish each year. To meet the goals of DL, teachers are expected to remain in the language of instruction per allocation plans while providing necessary language acquisition supports and strategies. Students are expected to engage in the language of instruction and push themselves to continuously build proficiency in all language domains. VUSD DL students aim to graduate with a Seal of Bilingualism and Biliteracy on their High School Diploma. Many of our students pass the Spanish Advanced Placement exam used by Universities while still in Middle School.

**Pedagogy:** We achieve our goals by ensuring our pedagogy is culturally sustaining, research-based, and purposefully orchestrated to meet the needs of *dual language learners*. We explicitly use metalinguistic knowledge and translanguaging to develop three linguistic spaces for our students: Spanish, English, and a bridge between them to help students transfer academic content from one language to another. We plan rigorous, standards-based, integrated biliteracy units with clear language objectives and authentic materials where students are active, hands-on learners. We include multiple sensory, graphic, and interactive scaffolds to ensure all students with varying degrees of language proficiency and literacy in either language can fully participate. All students receive comprehensive literacy instruction in both languages every day. We regularly collect, analyze, and leverage student learning and achievement data to provide challenging and supportive instruction for all. We strive for high engagement where students take ownership of their understanding of oracy, literacy, and content knowledge in both languages across various subjects. Our students develop a bilingual identity and use their knowledge to work toward a more empathetic and equitable world where all peoples' rich cultures, traditions, histories, and languages are valued, learned from, and respected.

Circle references to the overall goal of dual language and to the 3 pillars.

Underline references to pedagogy (how instruction meets the goals of DL).

Share with your team.

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Numbered Heads Together:  
Read the document and find elements that reflects the sample instruction we experienced this week.

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## TK-2nd: Instructional Look Fors

How do we meet the goals of DL?

- 3 ling. spaces
- Supports: Sensory, graphic & interactive for oracy & BK dev.
- Comp. lit. in both lang. daily
- Rigorous, standards-based bit units
- Culturally-responsive curr.

- multisensory - graphic + interactive
- assessment (formative) <sup>multiple ways</sup> <sub>L, S, R, W,</sub>
- differentiated based on lang.
- active hands-on learners
- student ownership
- high engagement

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## 3rd-5<sup>th</sup>: Instructional Look Fors

What should instruction look like in DL?

- 3 linguistic spaces
- Remain in lang. of instruction
- Standards-based
- Daily instr. (literacy) in both languages
- lang. supports: sensory, graphic & interactive supports
- active student participation, student-centered / high engagement
- assessment
- supporting + challenging

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## Agenda:

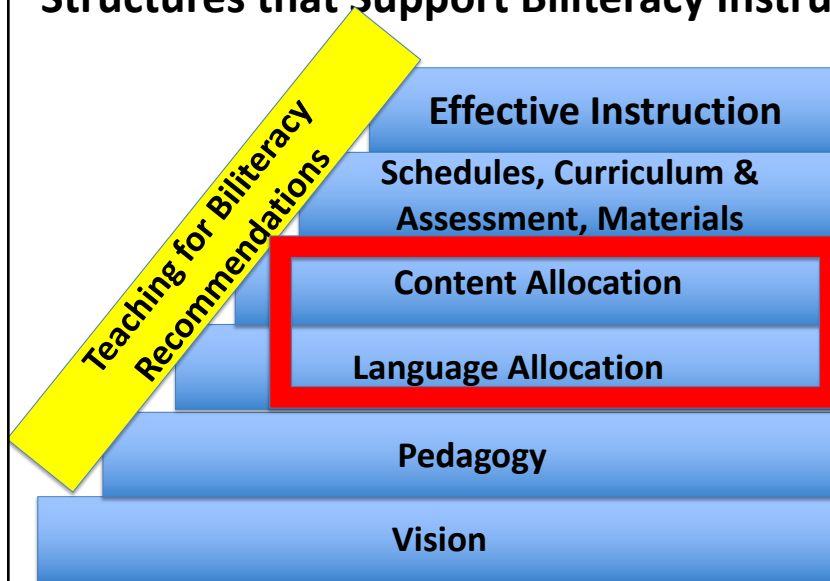
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## Structures that Support Biliteracy Instruction



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| Ventura Unified Dual Language Content and Allocation Plan                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |                                                                                                                                                                                                               |                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SPANISH                                                      | Bridge at End of Every Unit                                                                                                                                                                                   | ENGLISH                                                                  |
| <b>TK - 80/20</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | 80% - Ca Early Learning Standards taught in integrated units | Content Bridge Spanish to English<br>Content Bridge English to Spanish                                                                                                                                        | 20% - Ca Early Learning Standards taught in integrated units             |
| <b>Kinder - 80/20</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | 80% - Language Arts<br>Science<br>Social Studies<br>Math     | Spanish to English Content and Contrastive Analysis Bridge:<br>Language Arts, Science, Social Studies, Math<br><br>English to Spanish Content and Contrastive Analysis Bridge:<br>Universal Theme             | 20% - English Language Arts using a Universal Theme (SEL, Health, other) |
| <b>First - 70/30</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 70% - Language Arts<br>Science<br>Math                       | Spanish to English Content and Contrastive Analysis Bridges:<br>Math, Science, Language Arts                                                                                                                  | 30% - Language Arts<br>Social Studies<br>Health/SEL                      |
| <b>Second - 60/40</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60% - Language Arts<br>Science<br>Math                       | English to Spanish Content and Contrastive Analysis Bridges:<br>Language Arts, Social Studies, Health/SEL                                                                                                     | 40% - Language Arts<br>Social Studies<br>Health/SEL                      |
| <b>Third - 50/50</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 50% - Language Arts<br>Science                               | Spanish to English Content and Contrastive Analysis Bridges:<br>Language Arts, Science<br><br>English to Spanish Content and Contrastive Analysis Bridges:<br>Language Arts, Social Studies, Math, Health/SEL | 50% - Language Arts<br>Social Studies<br>Math<br>Health/SEL              |
| <b>Fourth - 50/50</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | 50% - Language Arts<br>Science                               |                                                                                                                                                                                                               | 50% - Language Arts<br>Social Studies<br>Math<br>Health/SEL              |
| <b>Fifth - 50/50</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 50% - Language Arts<br>Science                               |                                                                                                                                                                                                               | 50% - Language Arts<br>Social Studies<br>Math<br>Health/SEL              |
| <p>Language Arts refers to all the elements of comprehensive literacy included in the CA ELA/ELD standards and CCSS en español. Oracy and literacy are framed in content and taught in each language every day including listening and speaking, reading and writing and foundational skills. Language Comprehension is at the forefront of instruction. In addition, when applicable, Language Arts includes both Designated and Integrated ELD.</p> |                                                              |                                                                                                                                                                                                               |                                                                          |

**Page 25**

This plan is what should be followed at each grade level to ensure your program is a well-implemented dual language program.

Determine what you need to do differently to follow this plan. Document your ideas in writing.



**Page 25**

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Determine what you need to do differently to follow this plan. Document your ideas in writing.



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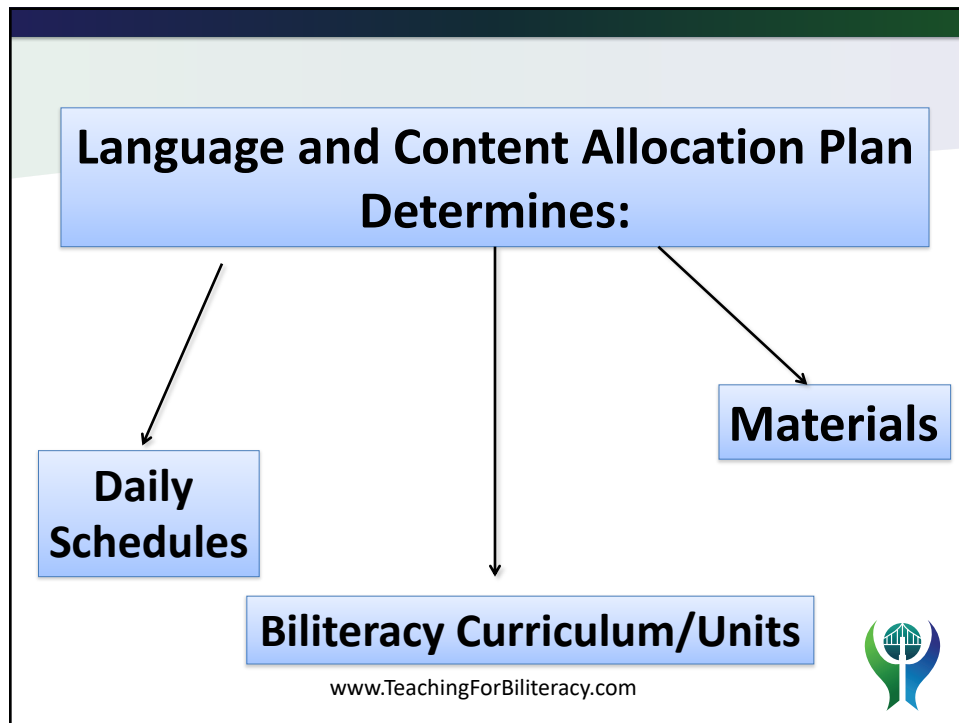
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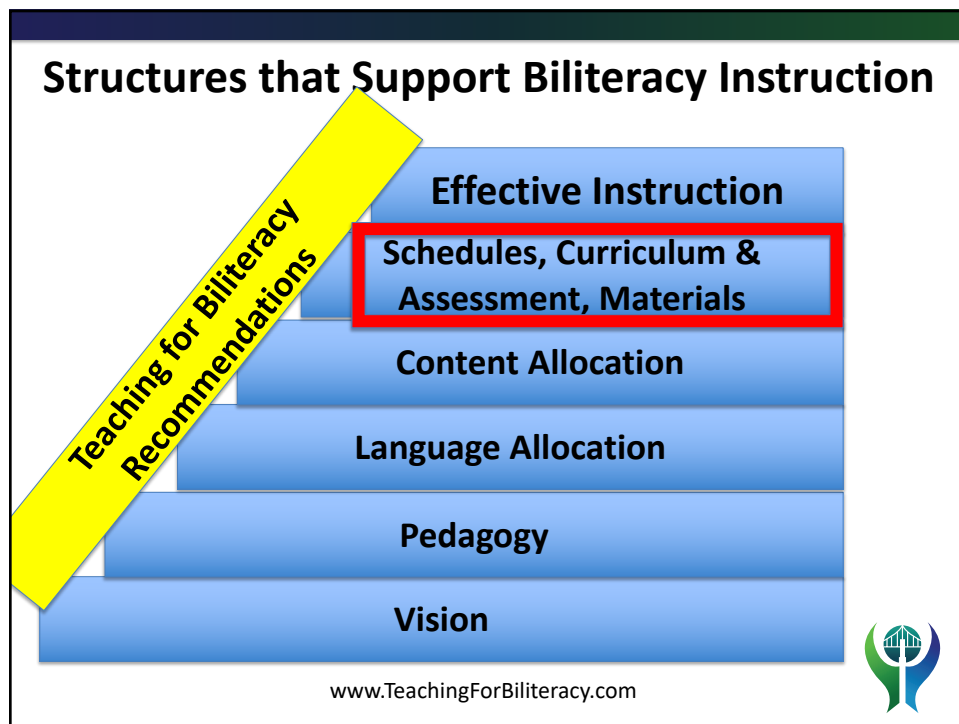
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## Developing Biliteracy Schedules

(that support your program goals, align with program pedagogy, and match the program language and content allocation plan)

Teaching for biliteracy is different from teaching for monoliteracy and therefore requires a multilingual lens when developing schedules. The language allocation plan describes how much daily instruction will occur in each program language at each grade level. The content allocation plan describes which content areas will be taught in which program language at each grade level, and the direction of the Bridge for each content area. Biliteracy schedules translate these two biliteracy structures (language allocation and content allocation) into a daily schedule that reflects the teaching for biliteracy recommendations, supports developing bilinguals in reaching the goals of biliteracy, and allows teachers the time to fully implement biliteracy instruction that reflects the evidence-based practices in the program pedagogy.

The table of contents below includes tools and resources to develop and evaluate biliteracy schedules and ensure they align with the program vision, pedagogy, and language and content allocation plan.

### Table of Contents

- [What is a biliteracy schedule?](#)
- [Shifting a Monoliteracy Schedule to a Biliteracy Schedule](#)
- [Guidance tools for creating biliteracy schedules](#)
- [Experience from the Field: Pitfalls and Recommendations](#)
- [Sample 80/20 Biliteracy Schedule](#)
- [Sample 50/50 Biliteracy Schedule](#)
- [References and Additional Resources](#)



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## Say Something...Page 1-3

- Read aloud popcorn style (reader stops wherever they would like).
- Everyone says something using a prompt:
  - In other words,...
  - For us, this means...
  - I wonder...
  - Other

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**Sample Completed Step-by-Step Protocol for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Develop Biliteracy Schedules** ([Return to the table of contents](#))

The table below is an example completed protocol for third grade in School District X.

| Sample Completed Steps for Using the Program Language and Content Allocation Plan to Calculate Instructional Minutes and Corresponding Biliteracy Schedule<br>For 3rd Grade at School District X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------|
| Directions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Calculation                                                                |             |
| 1. Calculate the total daily instructional minutes in a school day (from arrival to dismissal). <ul style="list-style-type: none"> <li>For third graders at School District X, the morning bell rings at 9:00 AM and students are dismissed at 3:40 PM</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Total daily instructional minutes: 400 minutes                             |             |
| 2. Total the number of daily non-classroom instructional minutes, such as breakfast, lunch, and recess, and subtract it from the total daily instructional minutes. <ul style="list-style-type: none"> <li>For third graders at School District X, daily non-instructional minutes are:                             <ul style="list-style-type: none"> <li>Breakfast upon arrival: 25 minutes</li> <li>Lunch: 30 minutes</li> <li>Recess: 30 minutes</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                         | Total from step 1:                                                         | 400 minutes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total daily non-instructional minutes (for 3rd grade)                      | 85 minutes  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total daily instructional minutes after subtracting non-instructional time | 315 minutes |
| 3. Identify the number of daily minutes dedicated for intervention purposes (tier 2 and tier 3) and subtract it from the total identified in step 2. <ul style="list-style-type: none"> <li>For third graders at School District X, daily minutes for intervention services for the grade level is 30 minutes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total from step 2 red box                                                  | 315 minutes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total daily intervention minutes (for 3rd grade)                           | 30 minutes  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total daily instructional minutes after subtracting intervention time      | 285 minutes |
| 4. Identify the average amount of minutes for specials/elective classes. Subtract this number from the total identified after step 3. <ul style="list-style-type: none"> <li>For third graders at School District X, the average amount of daily elective classes is 45 minutes. Each day, students attend a different specials class, facilitated by a teacher other than the classroom teacher that uses a different curriculum that is unrelated to what occurs in the classroom:                             <ul style="list-style-type: none"> <li>Art: 45 minutes (facilitated in English)</li> <li>Music: 45 minutes (facilitated in Spanish)</li> <li>STEM: 45 minutes (facilitated in Spanish)</li> <li>Library: 45 minutes (Alternates being facilitated in Spanish one week and English the next)</li> </ul> </li> </ul> | Total from step 3 red box                                                  | 285 minutes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Average daily minutes of specials classes for this grade level             | 45 minutes  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total daily instructional minutes after subtracting intervention time      | 240 minutes |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|----------------------------|--------------|--------------|-------------------------------------------------------------------------------------|-------------|-------------|----------------------------------------------------------------------------------------|-------------|-------------|--------------------------------------------------------------------------------------------------------------------------|------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------|--------------------------------------------------------------------------------|------------|-------------|----------------------------------|---|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|
| <ul style="list-style-type: none"> <li>PE: 45 minutes (facilitated in English)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <p>5. Use the program <b>Language Allocation Plan</b> to determine the instructional minutes for each language for each grade level.</p> <ul style="list-style-type: none"> <li>Identify the percentage of time for each program language. Then, use this percentage to calculate <u>classroom instructional minutes</u> for each grade level.           <ul style="list-style-type: none"> <li><i>For third graders at School District X, the language allocation is 50% in Spanish, and 50% in English</i></li> </ul> </li> </ul>                                                                                                                                                                                                            | <table border="1"> <tr> <td>% of time in each language</td><td>Spanish: 50%</td><td>English: 50%</td></tr> <tr> <td>Calculation of <u>classroom instructional minutes</u> in each program language</td><td>120 minutes</td><td>120 minutes</td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |  | % of time in each language | Spanish: 50% | English: 50% | Calculation of <u>classroom instructional minutes</u> in each program language      | 120 minutes | 120 minutes |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| % of time in each language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spanish: 50%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | English: 50% |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| Calculation of <u>classroom instructional minutes</u> in each program language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 120 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 120 minutes  |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <p>6. Use the program <b>Content Allocation Plan</b> to determine the language in which math is taught for the grade level. Using the agreed upon district math minute allocation for math minutes, subtract it from the instructional minutes for that language.</p> <ul style="list-style-type: none"> <li><i>For third graders at School District X, tier 1 math instruction (i.e., instruction of new mathematical concepts, review of these concepts, and small group classroom support of these concepts is taught in Spanish)</i></li> <li><i>For third graders at School District X, 20 minutes of FLUENCY practice, including concepts previously taught in prior years and in previous units, is provided in English.</i></li> </ul> | <table border="1"> <tr> <td>Total from step 4 red box</td><td colspan="2">240 minutes</td></tr> <tr> <td>% of time in each language for this grade according to the language allocation plan</td><td>Spanish 50%</td><td>English 50%</td></tr> <tr> <td><b>Step 5:</b> Calculation of classroom instructional minutes in each program language</td><td>120 minutes</td><td>120 minutes</td></tr> <tr> <td><b>Step 6:</b> Number of minutes for math <u>instruction</u> (in one language only) Put an X or 0 in the other language.</td><td>60 minutes</td><td>0</td></tr> <tr> <td><b>Step 6:</b> If applicable, number of minutes for math <u>fluency practice</u> (which may be in the other program language from math instruction) Put an X or 0 in the other language.</td><td>0</td><td>20 minutes</td></tr> <tr> <td><b>Step 6:</b> Total minutes left over in each language after calculating math</td><td>60 minutes</td><td>100 minutes</td></tr> <tr> <td><b>Step 7:</b> Classroom Meeting</td><td>0</td><td>10 minutes</td></tr> <tr> <td><b>Step 7:</b> Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above)</td><td>60 minutes</td><td>90 minutes</td></tr> </table> |              |  | Total from step 4 red box  | 240 minutes  |              | % of time in each language for this grade according to the language allocation plan | Spanish 50% | English 50% | <b>Step 5:</b> Calculation of classroom instructional minutes in each program language | 120 minutes | 120 minutes | <b>Step 6:</b> Number of minutes for math <u>instruction</u> (in one language only) Put an X or 0 in the other language. | 60 minutes | 0 | <b>Step 6:</b> If applicable, number of minutes for math <u>fluency practice</u> (which may be in the other program language from math instruction) Put an X or 0 in the other language. | 0 | 20 minutes | <b>Step 6:</b> Total minutes left over in each language after calculating math | 60 minutes | 100 minutes | <b>Step 7:</b> Classroom Meeting | 0 | 10 minutes | <b>Step 7:</b> Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above) | 60 minutes | 90 minutes |
| Total from step 4 red box                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 240 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| % of time in each language for this grade according to the language allocation plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spanish 50%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | English 50%  |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 5:</b> Calculation of classroom instructional minutes in each program language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 120 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 120 minutes  |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 6:</b> Number of minutes for math <u>instruction</u> (in one language only) Put an X or 0 in the other language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0            |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 6:</b> If applicable, number of minutes for math <u>fluency practice</u> (which may be in the other program language from math instruction) Put an X or 0 in the other language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20 minutes   |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 6:</b> Total minutes left over in each language after calculating math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 100 minutes  |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 7:</b> Classroom Meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10 minutes   |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <b>Step 7:</b> Total number of minutes left over in each language for INTEGRATED instruction (note: this number must be at least 60 minutes – if it is not, revise calculations above)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 90 minutes   |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <p>7. Identify any other program mandated processes or classroom instructional requirements that are expected to be taught/facilitated by the classroom teacher. Assign them to ONE program language. Then subtract this total from the number of instructional minutes in each language.</p> <ul style="list-style-type: none"> <li><i>For third graders at School District X, 10 minutes of classroom meeting time is assigned to English</i></li> </ul>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |
| <p>8. Use the information from steps 5-7 to create a schedule that shows the amount of time for instruction aligned to integrated (content/universal theme and literacy) units of study (BUFs) in each language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |  |                            |              |              |                                                                                     |             |             |                                                                                        |             |             |                                                                                                                          |            |   |                                                                                                                                                                                          |   |            |                                                                                |            |             |                                  |   |            |                                                                                                                                                                                        |            |            |

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| Sample 3rd Grade Schedule in School District X (STUDENT PERSPECTIVE) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Time                                                                 | Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Language                                                                              |
| 9:00 – 9:25<br>(25 minutes)                                          | Arrival/Breakfast                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Student choice                                                                        |
| 9:25- 10:25<br>(60 minutes)                                          | Math Tier 1 Instruction - over the course of a math unit, the students will engage in: <ul style="list-style-type: none"> <li>Oracy development</li> <li>Reading and Writing</li> </ul>                                                                                                                                                                                                                                                                           | Spanish                                                                               |
| 10:25-11:25<br>(60 minutes)                                          | Social Studies and Language Arts<br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>Oracy</li> <li>Social Studies experiences/inquiry</li> <li>Whole group mini lessons</li> <li>Writing (Independent, small group and whole group)</li> <li>Reading (Independent, small group and whole group)</li> <li>Foundational Skills and Language Comprehension (Word Study)</li> <li>Independent Practice</li> </ul> | Spanish                                                                               |
| 11:25- 11:55<br>(30 minutes)                                         | Small Group/Individual Intervention Time - "WIN Time"                                                                                                                                                                                                                                                                                                                                                                                                             | Offered in both languages, depending on student need and determined by the teacher(s) |
| 11:55 - 12:55<br>(30 minutes each = 60 minutes total)                | Lunch/Recess                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Student choice                                                                        |
| 12:55- 1:05<br>(10 minutes)                                          | Classroom Meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                 | English                                                                               |
| 1:05- 1:25<br>(20 minutes)                                           | Math - Fluency practice                                                                                                                                                                                                                                                                                                                                                                                                                                           | English                                                                               |
| 1:25- 2:55<br>(80 minutes)                                           | Science and Language Arts –<br>Over the course of each unit, the students will engage in... <ul style="list-style-type: none"> <li>Oracy</li> <li>Science experiences/inquiry</li> <li>Whole group mini lessons</li> <li>Writing (Independent, small group and whole group)</li> <li>Reading (Independent, small group and whole group)</li> <li>Foundational Skills and Language Comprehension (Word Study)</li> <li>Independent Practice</li> </ul>             | English                                                                               |
| 2:55- 3:40<br>(45 minutes)                                           | Specials                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Half are offered in Spanish and half in English                                       |
| 3:40                                                                 | Dismissal                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Student Choice                                                                        |

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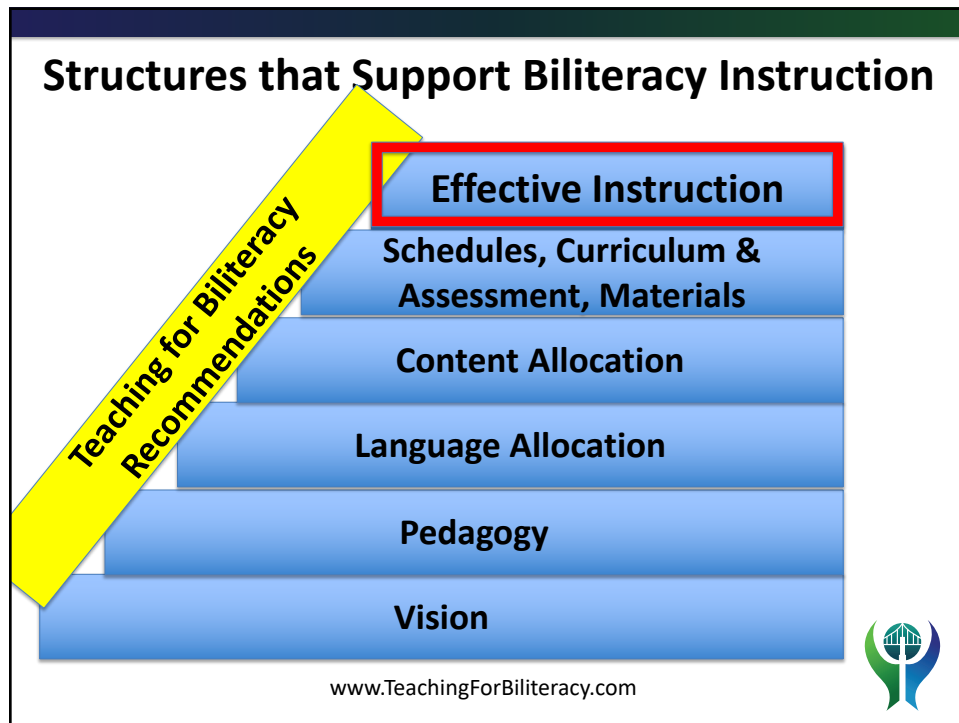
## Agenda:

- The Bridge
- Vision and Pedagogy
- Language and Content Allocation Plan
- Biliteracy Schedules
- **Next Steps**

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## Next Steps

- “Homework” between now and May:
  - Create the **3 linguistic spaces** in your classroom, reflecting the language and content allocation plan for your grade level. Mark the language of instruction. Bring photos in May
  - Using your grade level CAN Dos, **collect data on the English language proficiency AND Spanish language proficiency** of 3 students: low, middle and high. Please bring writing samples in May for each student, in each language, no copying. When capturing this data, be sure instruction includes a meaningful frame and the sensory graphic and interactive supports .

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- “Homework” between now and May:
  - Implement the **strategies** we used this week, making sure they include **sensory, graphic, and interactive supports**.
  - **PK-2**: Practice teaching a unit in **English** where all the elements of literacy are present (oracy, background knowledge, reading, writing, and foundational skills). Use **standards and outcomes** to guide this work
  - **3-5**: Use **standards and outcomes** to frame your instruction as you implement the strategies and supports. In grades 3 and 4, practice teaching a unit in **Spanish** in preparation for implementing the language and content allocation plan (oracy, background knowledge, reading, writing, and foundational skills). Grade 5, plan instruction using standards and outcomes.

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