

Dual Language Programs in Action: Planning and Implementation



June 9, 2026

Lloyd Elementary School - CPS

Karen Beeman

Center for Teaching for Biliteracy

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The Center for Teaching for Biliteracy



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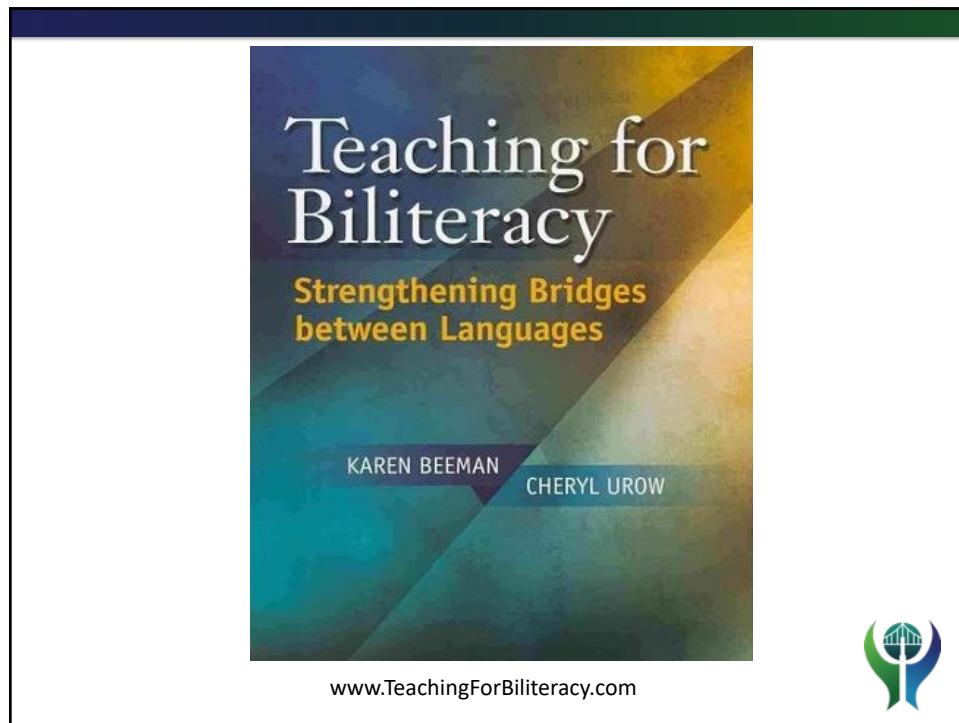


Dana Baum, M.Ed.

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Introductions

- PreK
- Kindergarten
- 1st, grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- Coaches, ELPT, Specialists
- Fine Arts and PE Teachers
- Principals and Aps
- Schubert

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**Dual Language Programs in Action:
 Effective Planning and Implementation**
 Lloyd Elementary School, CPS
 June 9-11, 2026

Outcomes:

- Describe the goals of dual language programs, its pillars, and what they look in practice
- Describe a fully developed bilingual, and the different bilingual/ biliteracy trajectories of our students
- Define biliteracy and explain how it should be implemented
- Describe the Biliteracy Unit Framework (BUF) and how it reflects the research on language acquisition and literacy development
- Experience biliteracy in action, focusing on:
 - Language acquisition strategies
 - Connection between oracy (academic listening and speaking) and literacy
 - Building background knowledge
 - Reading and writing
 - Foundational skills
 - The Bridge
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Create a draft Vision and Pedagogy statement for Lloyd, answering these questions:
 - What is the overall vision of the program (3 pillars)
 - How will instruction support students in meeting the vision (what does instruction look like?)
- Review best practices in bilingual/biliteracy assessment
- Create individual goals for incorporating elements of the 3-day session

Presenter:
 Karen Beeman
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High Leverage Biliteracy Strategies			
Strategy Name and Description	Language Supports and Notes		
Concept Attainment: Concept attainment is a constructivist strategy wherein students construct an understanding of a new concept through a series of hints or examples of the concept. This is in contrast to the more teacher-centered (and abstract) approach, where the teacher tells the students the concept they will be studying and then describes the concept to the students. <i>Teaching for Biliteracy Book: page 81-82</i>	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			
Strategy Name and Description	Language Supports and Notes		
Language Experience Approach (LEA): Students experience something meaningful together (go on a field trip, conduct an experiment, read a story). Afterwards, using sentence prompts and strategic partners, the teacher asks students to suggest sentences to retell about the shared experience, and their contributions are transcribed into a written piece. This shared text becomes a meaningful literary resource that may be used as a writing mentor text, reading fluency practice, and/or meaningful application of grade-level language standards and foundational skills.	Sensory Supports	Graphic Supports	Interactive Supports
	• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors
© WIDA Language Development Standards Notes: • Meaningful Frame (i.e., content and unit theme)			
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Professional Learning Expectations

- Participate actively and meaningfully
- Avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice
- Flexible mind – be open to new ideas-
Growth mindset

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Agenda:

Tuesday, June 9, 2026	Wednesday, June 10, 2026	Thursday, June 11, 2026
• Welcome and Introductions • Students and Goals of DL/ Biliteracy Programs • Defining Biliteracy -The Biliteracy Unit Framework (BUF) • Sample Instruction Part 1: oracy and background knowledge in preparation for content, inquiry and literacy • Reflection and Application	• Debrief Sample Instruction • Research on Dual Language Programs • Teacher and Student Language Use • Sample Instruction Part 2: Content, literacy, and the summative assessment • Reflection and Application	• Sample Instruction Part 3: The Bridge • Debrief Sample Instruction • The Multilingual Perspective of Language • Biliteracy Assessment • Planning for Sustainability: Creating the Lloyd Vision and Pedagogy and "DL Look Fors" • Closure

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Agenda:



Welcome and Introductions

- **Students and Goals of DL/Biliteracy Programs**
- Sample Instruction: Part 1: Oracy and Background Knowledge in preparation for Literacy
- Reflection and Application

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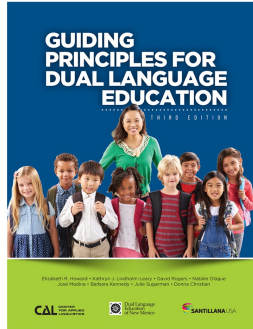
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Goals of Dual Language Education

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A comprehensive guide to Dual Language Education



Based on the most recent research in the
field (3rd edition)

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STRAND 1		PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.	
Principle 2	The program ensures equity for all groups.	
Principle 3	The program has strong, effective, and knowledgeable leadership.	
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.	
STRAND 2		CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.	
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.	
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.	
STRAND 3		INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.	
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.	
Principle 3	Instruction is student-centered.	
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.	
STRAND 4		ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.	
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.	
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.	
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.	
Principle 5	The program communicates with appropriate stakeholders about program outcomes.	
STRAND 5		STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.	
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.	
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.	
STRAND 6		FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.	
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.	
Principle 3	The program views and involves families and community members as strategic partners.	
STRAND 7		SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.	
Principle 2	The program is equitably and adequately funded to meet program goals.	
Principle 3	The program advocates for support.	

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These are the characteristics
of well-implemented dual language
programs.

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Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....

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In other words...

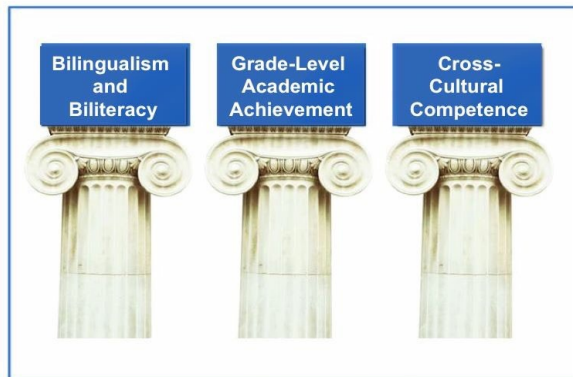
- Students do NOT need to learn everything twice. Instead, they need to learn concepts well, in one language, to then transfer those concepts to the other language.

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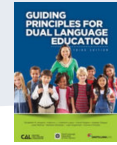
The goals of Dual Language

Three Pillars of Dual Language Education



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Handouts
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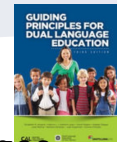


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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**,

In other words, this goals means....



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In other words, this goal means..

- Students need to develop academic listening and speaking, (oracy) in **Spanish**
- Students need to develop academic listening and speaking, (oracy) in **English**
- Students need to develop reading and writing (literacy) in **Spanish**
- Students need to develop reading and writing (literacy) in **English**

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In other words, this goal means..

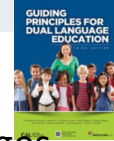
- Students need time and practice in **Spanish** daily.
- Students need time and practice in **English** daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish**.
- Teachers need to know students' proficiency level in L, S, R, and W in **English**.
- Students need time and space to use their two languages together (i.e, **translanguage**)

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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**, **grade-level academic achievement in each language**



In other words, this goal means....

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In other words, this goal means..

- Students need to meet grade level standards in **Spanish**
- Students need to meet grade level standards in **English**
- Students should be exposed to rigorous instruction in **Spanish**
- Students should be be exposed to rigorous instruction in **English**

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In other words, this goal means..

- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **Spanish**
- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **English**
- Students need time in each language to learn language, literacy and content.

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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence** –



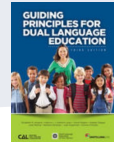
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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**



In other words, this goal means....

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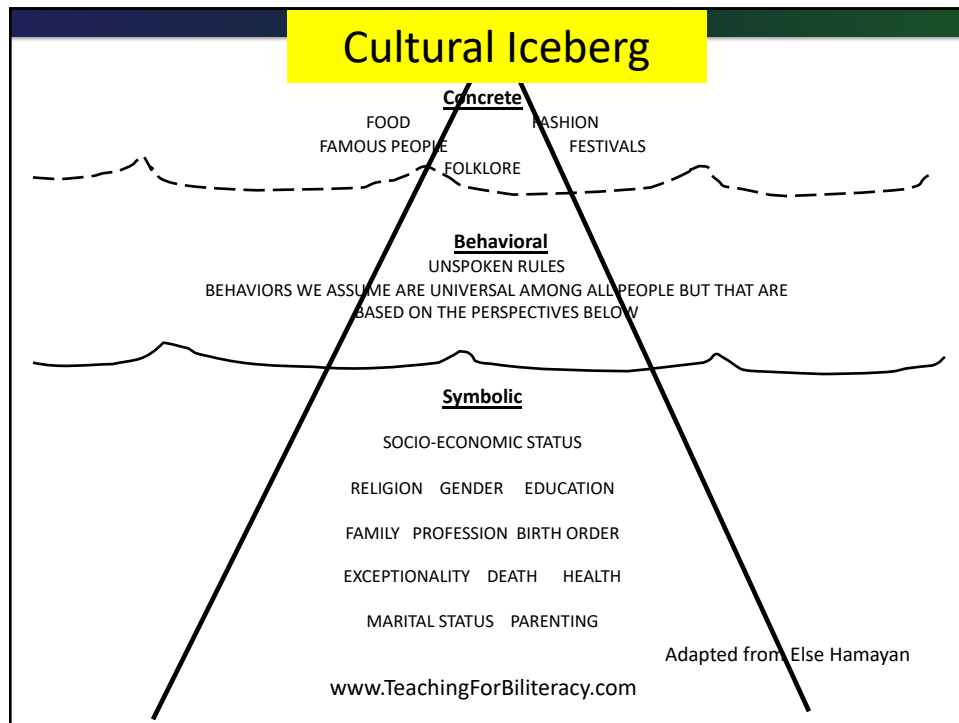
In other words, this goal means..

- Ensuring that students feel visible, accepted and valued.
- Students learning about each other, their similarities and differences.
- Students need time, materials and models to develop socio-cultural competence.
- Teachers need to develop socio-cultural competence first, in order to support their students' development of socio-cultural competence.
- Teachers need to integrate socio-cultural competence into their linguistic spaces.

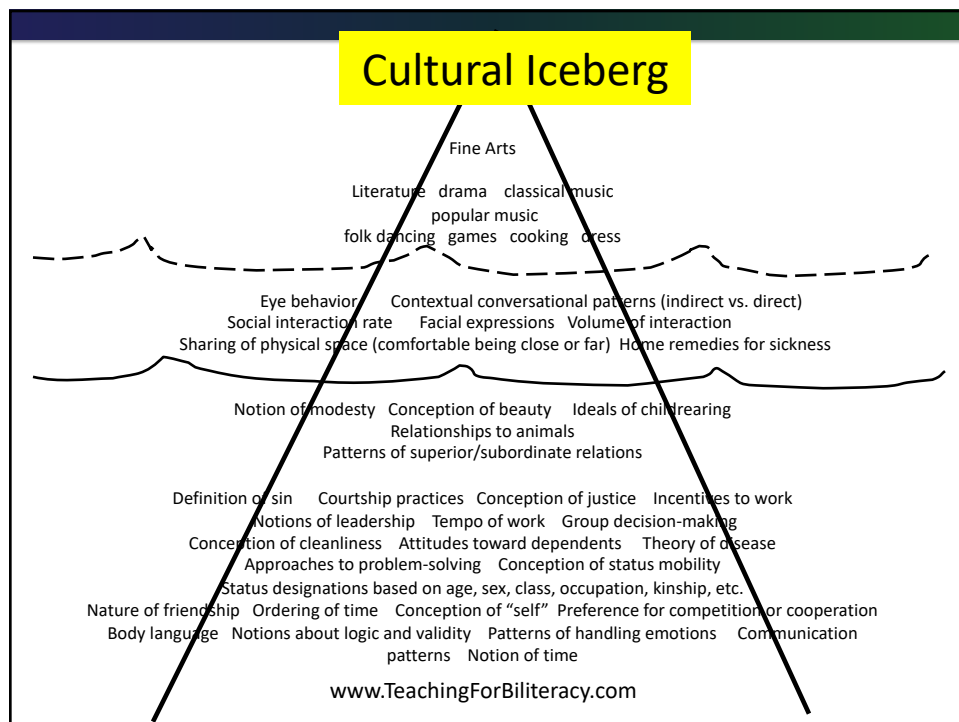
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3 Pillars Sort

Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
Language: L, S, R, W	Rigor: Standards	Identity and Culture

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3 Pillars Sort

Pillar 1: Bilingualism and Biliteracy 	Pillar 2: Grade Level Academic Achievement 	Pillar 3: Socio-Cultural Competence 
Language: L, S, R, W Spanish & English	Rigor: Standards Spanish & English	Identity and Culture Integrated throughout

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Individual Reflection	
Academic Items	Link your reflections
Goal and pillars of Dual Language Programs	
Students who participate in dual language programs	
Defining Biliteracy	
The Biliteracy Unit Framework (BUF)	
Student Language Proficiency Levels	

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Students in Dual Language Education

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Neuroscience Research: The Advantages of Being Bilingual

(Ellen Bialystok, Pat Wolfe, among many)

- Enhanced cognitive benefits: Ability to classify and develop analytic reasoning
- Enhanced visual spatial benefits
- Increased abilities to focus: executive functioning (know how to prioritize, select the right language for the right context)
- Deeper critical thinking and problem solving
- Strong creativity skills

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This is the goal of dual language – students who are bilingual, biliterate, have high academic achievement and socio-cultural competence.



Students develop a bilingual identity and can therefore make metalinguistic decisions.

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“Having translanguaging spaces for instruction does not in any way dismiss the need for separate spaces in which children are asked to perform in one language or the other.

These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.” Dr. Ofelia García

Hesson, S., Seltzer, K., Woodley, H., (2014) [Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators](#). CUNY-NYSIEB, The Graduate Center, the city University of New York.

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Students who enter the dual language program

New Strategy: Numbered Heads Together

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Let's practice...

- Of all the pillars, which do you feel will be easiest to implement? Why?
- Of all the pillars, which do you feel will be the hardest to implement? Why?

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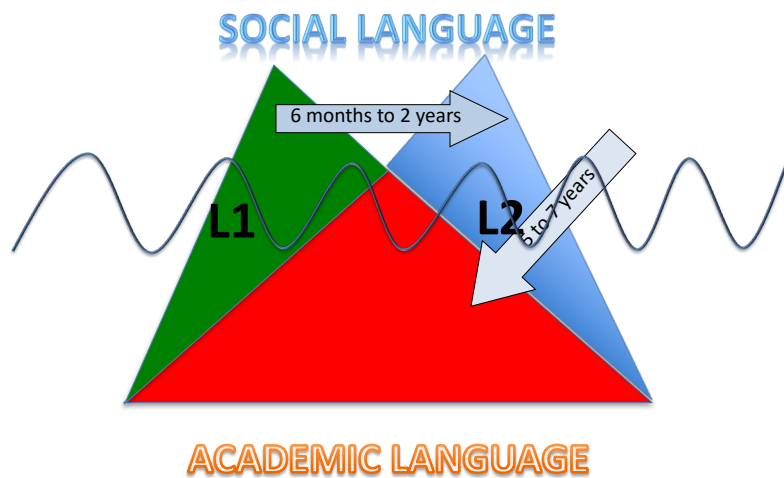
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Students who enter the dual language program



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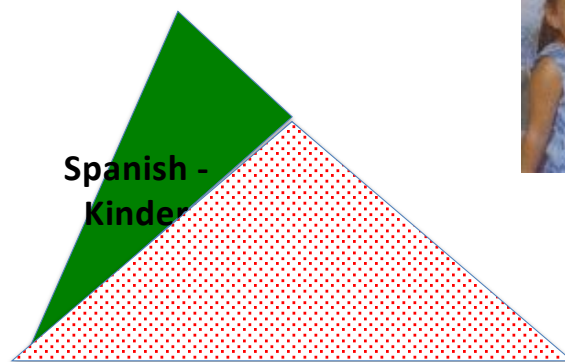
Students who enter the dual language program



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Carmen-Kinder



-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)

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Questions for Reflection

- How can we best support Carmen's academic development? In what language should she learn new content? Why?
- How can we best support Carmen's English language development?
- How can we best support Carmen's Spanish language development?

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Antonio-4th

Spanish
Fifth Grade



-Visité la zona metropolitana de Chicago, lo cual es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.
(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)

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Questions for Reflection

- How can we best support Antonio's academic development? What language would it be best for him to learn new content? Why?
- How can we best support Antonio's English language development?
- How can we best support Antonio's Spanish language development?

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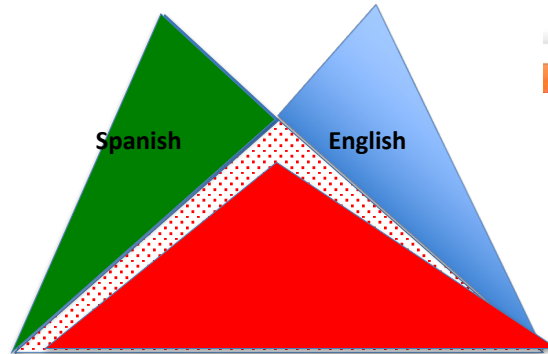
Students who enter the dual language program



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Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María I went, too.)

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Questions for Reflection

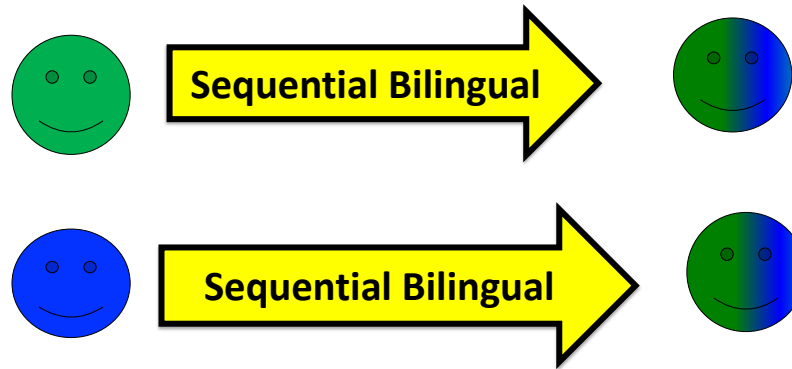
- How can we best support Hannah's academic development? In what language would it be best for her to learn new content? Why?
- How can we best support Hannah's Spanish language development?
- How can we best support Hannah's English language development?

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Students who enter the dual language program



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Developing Bilinguals Go Through Predictable Stages of Language Acquisition in their L2

- First language (L1)
- Preproduction in L2 (Starting – Receptive Language)
- Early Production (Emerging)
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

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WIDA Level Descriptors	
Levels of English/Spanish	Descriptions
1 - Beginner	Everything is new.
2 - Some receptive	Understands and responds with simple words and phrases
3 - Can understand and produce with grammatical errors	May sound socially fluent but still need academic linguistic register
4 - Can understand and produce most of what is said and written	Some challenges to understanding and production
5 – Very high functioning	Receptive and productive with isolated instances of challenge
6 – Native like	Receptive and Productive use

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Figure 4.2
Pattern of Acquisition of Grammar Structures in Second Language

Percentage of times student produces correct form as proficiency in second language increases.

Second language acquisition is a natural, gradual, long-term developmental process.
For the early stages of second language acquisition, it is ...

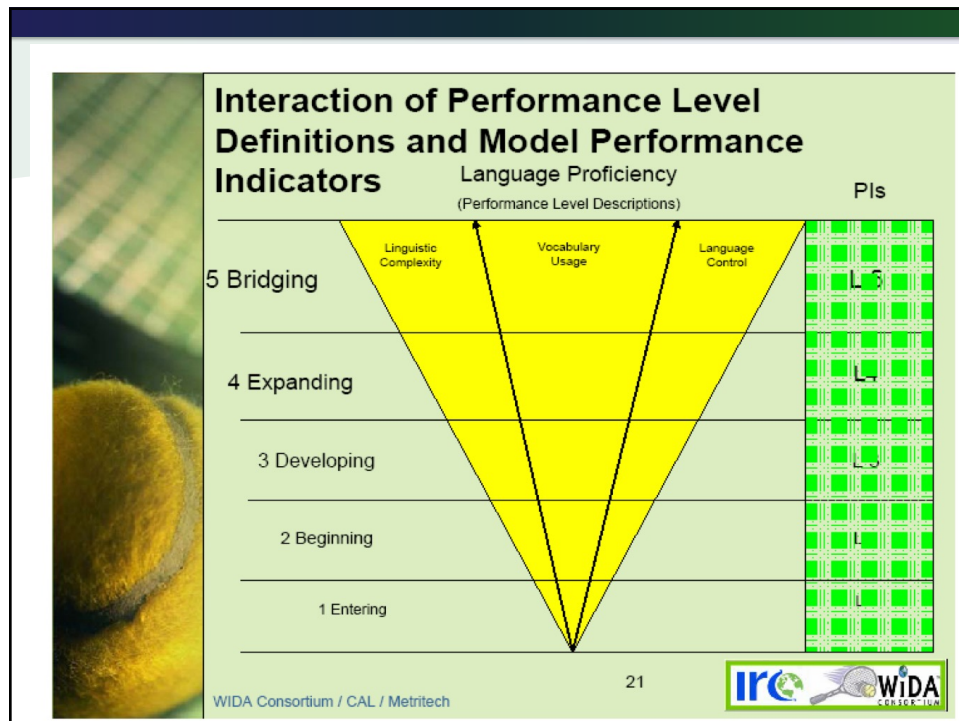
- Less important to focus on error correction
- More important to focus on communication and content
- Less important to focus on acquisition of discrete points of language
- More important to focus on:
 - thinking in the language
 - extensive development of vocabulary in context
 - integrated listening, speaking, reading, writing across the curriculum

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Language Learning is non-Linear

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Developing Bilinguals Go Through Predictable Stages of Language Acquisition in their L2

- First language (L1)
- Preproduction
- Early Production
- Speech Emergence (Developing)
- Beginning and Intermediate Fluency (Expanding)
- Advanced Fluency (Bridging)

It takes 5 to 7 years to acquire academic language in a 2nd language.

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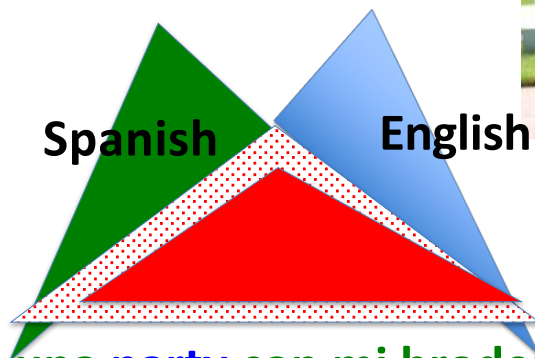
Students who enter the dual language program



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Paulo - Second



Fui a una **party** con mi broder. Se me mojaron mis **soquetines**. Then comimos **lonche**.

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Questions for Reflection

- How can we best support Paulo's academic development? In what language would it be best that he learn new content? Why?
- How can we best support Paulo's English language development?
- What about his Spanish?

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Students who enter the dual language program



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Simultaneous Bilinguals English Language Learners in the US

- In **2009** - **75%** of students who qualified as ELLs in PreK through 5th grade in the US were born here (Education Week, 2009).
- In **2015**, that percentage was **82%**
- In **2023**, that percentage grew to **85%**.

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Simultaneous Bilinguals Learn Two Languages at the Same Time

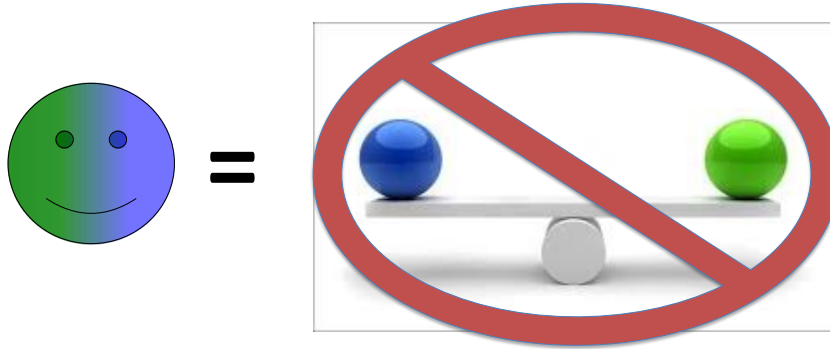
- Learn language similarly to a monolingual student but do so in 2 languages.
- Know some things in Spanish (or in a different non-English language) and other things in English.
- The child's vocabulary knowledge is shared across two languages.
- The child's language use is deliberate and reflective of the context.

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Bilingual Pathways –
Simultaneous bilingual doesn't
 necessarily mean balanced bilingual.



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Dual Language Students

**What is the L1 of
 simultaneous
 bilinguals?**

Simultaneous bilingual

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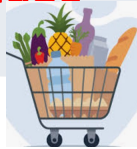
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Bilingual Use of Language

- Mamá, ¿cuándo vamos a comprar las groserías?
- Mi hermano me puchó.
- I want to go to the house of Lucía.
- I have to do my tarea de matemáticas.
- Dile a mi abuela, que I don't want to go.



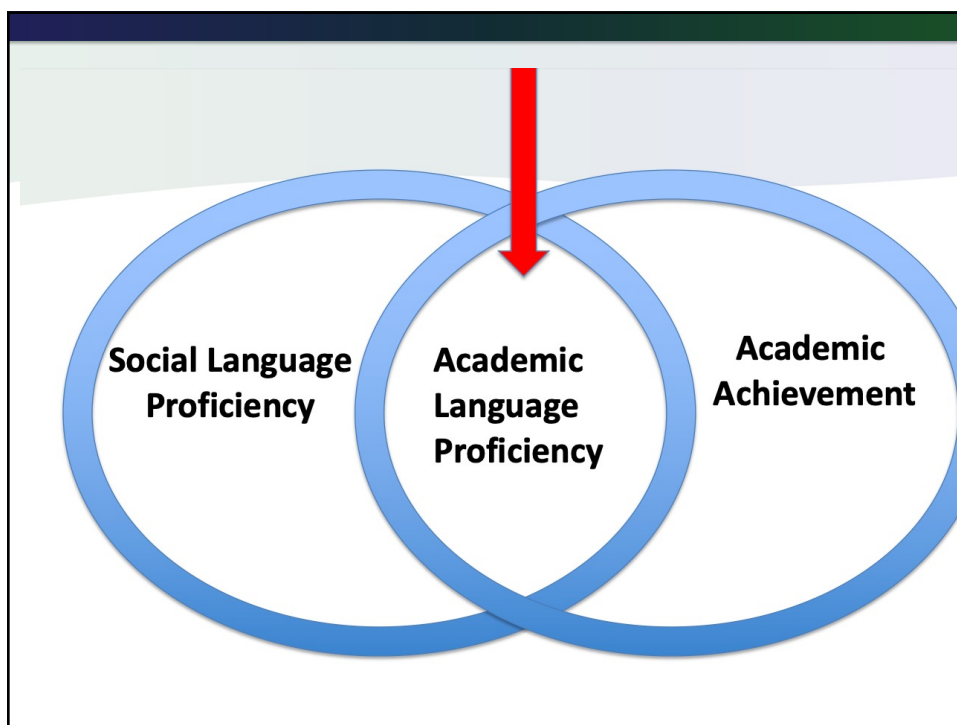




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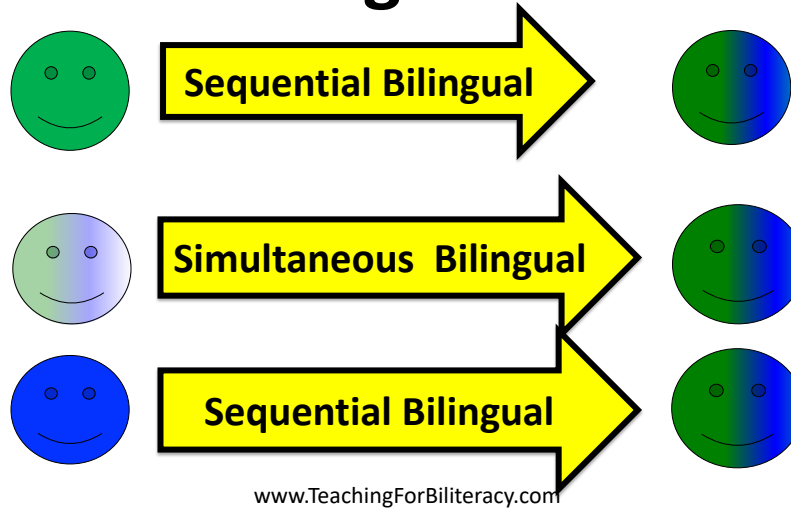
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**Biliteracy educators
are first and foremost
language educators!**

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Students in Dual Language Programs



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Students in Language Acquisition and Biliteracy Programs	
	Green students – Students who enter the program with linguistic resources all in the non-English Dual Language program language. • These students enter the program as ELs • These students are typically sequential bilinguals
	Orange students – Students who enter the program with linguistic resources in a language other than the Dual Language program languages. • These students are typically sequential bilinguals. • These students qualify for EL services
	Blue-green students – Students who enter the program with linguistic resources in both program languages. • These students may or may not qualify as ELs • These students are typically simultaneous bilinguals
	Blue students – Students who enter the program with linguistic resources all in English. • In dual language programs, these students are sequential bilinguals

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Questions for Reflection

- Who are your students? Do they enter as simultaneous or sequential bilinguals?
- What are your students' strengths?
- What are their challenges?
- How can you best meet their needs?

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Individual Reflection	
Agenda Item	List your "take-aways"
Goal and pillars of Dual Language Programs	
Students who participate in dual language programs	
Defining Biliteracy	
The Biliteracy Unit Framework (BUF)	
Student Language Proficiency Levels	

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