



Sharyland Independent School District

Bilingual Program Time and Treatment

	Pre-K			Kinder			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade					
	Beg	Int	Adv	Beg	Int	Adv	Beg	Int	Adv	Beg	Int	A/AH	Beg	Int	A/AH	Beg	Int	A/AH	Beg	Int	A/AH	Beg	Int	A/AH			
Language Arts	S	S	Pre-LAS Oral 4/5 = Non-LEP	S	S	Pre-LAS Oral 4/5 = Non-LEP	S	S	Pre-LAS Oral 4/5 = Non-LEP	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
2nd Lang Dev	E	E		E	E		E	E		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Math	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Science	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Social Studies	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
PE	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Music	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Art	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Theatre	S	S		S	S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	E	E		E	E		E	E		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

Language of Instruction

 English

 Spanish

 Spanish for introduction of new or complex information, for clarification, and linguistic support as needed for comprehension and access to the curriculum. Once they learn the concept, transfer knowledge to English starting with cognates.

 English for cognates and other similarities between English and Spanish





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Pre-LAS (PK & K)	Test with English and Spanish at the Beginning of year for entry (Form C) & end of year for progress			
LAS	First grade - Listening & Speaking beginning of year for baseline/entry in English & Spanish; Second grade and beyond - listening, speaking, reading and writing in English & listening and speaking in Spanish for identification when they are New to Texas. You can use Spanish Reading and Writing to see the proficiency level to help for planning and support.			
TELPAS	Composite Score - used to determine the student's language of instruction; it is also used to ensure students are making annual progress			
Language of Instruction	Based on individual student's English proficiency level: Beginners and low Intermediates will need instruction in Spanish to ensure they learn their TEKS as expected. Once they learn the concept, transfer knowledge to English beginning with cognates.			
Transitions & Directions	When moving through the hallway/cafeteria/restroom and giving general classroom directions - use English only			
Library	English only - For book selection and general directions; Use Spanish for teaching library skills/lessons (Beg/Low Int)			
PE	Use Spanish to teach procedures and safety rules; transfer to English for practice of learned skills			
Computers	language depends on purpose: for development of reading & math skills/concepts follow the language of instruction in the chart for language acquisition, then in English			
Considerations	Prior schooling Years in U.S. Schools Reading level (E/S)	TPRI Scores Computer results Special Needs	Tejas Lee Scores AR level/scores (GE/PR) Other available data	Report card grades: consider each subject individually
Transition Point (for Reading/Writing)	Keep same language of instruction for PK, K and 1. Ensure that students can read and write <u>independently</u> in their native language at or above grade level (beginning at 2nd grade)			
Reclassification/Exit	<p>Must remain in program for a minimum of 2 years (maximum of 5 years)</p> <p>According to state Exit Criteria Chart; If teachers think a student is ready for exit, the student cannot have accommodations on the English Reading/ELAR STAAR</p> <p>Student should be able to succeed on the state exams without accommodations</p> <p><u>Caution for Exits after 1st or 2nd grade:</u> Keep in mind that PK-2 instruction is guided by the teacher. In 3rd grade, more responsibility is placed on the students. They will take 3rd grade STAAR with no accommodations.</p>			

