

Time and Treatment in the Bilingual Classroom

Grand Prairie Bilingual Program Vision is for all bilingual students to master English academic language so they will successfully complete the program and graduate from high school. In order for the bilingual students to master the English academic language, they must first fully develop literacy in their native language, while still receiving English as a Second Language instruction, so they will effectively transition into English.

The following chart is a guide to use to determine the percentage of instruction to be delivered in Spanish and in ESL (English as a Second Language) per day.

| | PK | | K | | 1 | | 2 | | 3 | | 4 | | 5 | |
|----------------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| ESL | 10% | 10% | 20% | 20% | 20% | 20% | 30% | 40% | 40% | 50% | 50% | 50% | 70% | 80% |
| Spanish | 90% | 90% | 80% | 80% | 80% | 80% | 70% | 60% | 60% | 50% | 50% | 50% | 30% | 20% |

English as a Second Language (ESL) is focused on developing oral language. Sheltered English is teaching a concept in English with comprehensible input for the bilingual student.

The core subject areas will be taught in the native language when a new concept is being presented and the second language will be used to review the concept. Also, occasionally a core subject area will be taught using sheltered English. The following list of subject areas *is the sequence* for using Sheltered English during the instruction:

- | | |
|-----------------|-------------------|
| <i>Concrete</i> | 1. Science |
| ↓ | 2. Math |
| <i>Abstract</i> | 3. Social Studies |
| | 4. Language Arts |

Suggestions:

The general whole group instruction in the content areas will be to follow the aforementioned percentages of the time and treatment guidelines.

Guided Reading is based on the individual student’s instructional reading level in Spanish or in English, if the student has or is ready to transition.

Focus Poetry, shared reading, and read-alouds will depend on the majority of the class language of instruction.

*The Native Language should be used for instruction during the Language Arts subject area for at least 3 years before the transition into English occurs for a student who has been enrolled in the Bilingual Program since the primary grades (Pre-K- 2nd grades).