



Wharton Independent School District

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**Transitional Early Exit Bilingual Education**

**Program**

**Department of Second Language Education**

**2025-2026**

# Wharton Independent School District

## Transitional Early Exit Bilingual Education Program Model



Grade 3 - 6: All Instruction is provided in English

Grade 2: Reading\*, Mathematics, Science and Social Studies in English is introduced

Grade 1: Reading\*, Mathematics, Science and Social Studies in English is introduced

KN: Reading\*, Mathematics, Science and Social Studies in English is introduced

PK: English Oracy & Literacy is introduced

\*Kindergarten-Reading in the Fall Semester is taught in Spanish. In the Spring Semester, teacher transitions to English with Small Group Instruction taught in Spanish based on student needs. Grade 1 and Grade 2-Instruction in RLA is in English. Small Group Instruction taught in Spanish based on individual student needs.

WISD BILINGUAL INSTRUCTION FRAMEWORK								
	GRADE PK	GRADE KN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
SPANISH ORACY & LITERACY	Spanish	Spanish	Spanish	n/a	n/a	n/a	n/a	n/a
SOCIAL STUDIES	Spanish	English	English	English	English	English	English	English
SCIENCE	Spanish	English	English	English	English	English	English	English
MATHEMATICS	Spanish	English	English	English	English	English	English	English
ENGLISH ORACY & LITERACY *	Spanish	Spanish	Spanish	English	English	English	English	English
ELECTIVES	English	English	English	English	English	English	English	English

\* RLA instruction during Fall semester will be in Spanish. Spring Semester instruction will be in English. Small Group Instruction may happen in Spanish for additional support.



Wharton Independent School District



# BILINGUAL INSTRUCTIONAL FRAMEWORK



# Wharton Independent School District



## **Mission Statement:**

The mission of the Wharton ISD Bilingual and ESL programs is to provide English learners with a prime education that allows a full opportunity to master essential knowledge and skills while promoting pride in cultural and linguistic heritage for learners to reach their full potential in a multicultural, global society.

## **Goals:**

The Wharton ISD, Bilingual/ESL program, strives to:

- instill self-assurance, confidence, and cultural pride in students.
- ensure students experience success in their academic careers by focusing on improving students' English language proficiency through the use of appropriate research-based methods.
- provide a quality education for students in their native tongue while progressing to their second language.
- provide learners with the opportunity to become proficient in listening, speaking, reading, and writing in their first and second language through the development of literacy and academic skills in the primary language and English.
- provide an instructional program for EBs that ensures fluency in English and Spanish and high academic achievement in all areas of the curriculum throughout the program with support in their native language.

In a Transitional Early Exit Bilingual Program model, the amount of English instruction increases as students develop their first language from grades PK-5. In grades PK/K, subjects are taught in Spanish to enhance the development of cognitive academic language proficiency (CALP). However, a vital ESL component should also be implemented. The time allotted to developing listening, speaking, reading, and writing in English increases with each grade level, as does the time allotted to developing academics or content-based English via ESL research-based methodology. The following charts depict the targeted progression of language use for students at each grade level in WISD and the current progression of language use due to staff availability.

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: PRE-KINDERGARTEN

	LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>LANGUAGE of INSTRUCTION</b>	SPN Instruction ENG Instruction	5 days of SPN instruction	5 days of SPN instruction	5 days of SPN instruction	Conversation English should be taking place throughout the day.
<b>GOALS</b>	Strengthen Spanish language development and increase English vocabulary.	Strengthen academic vocabulary and develop concepts in Spanish to provide a solid foundation	Strengthen academic vocabulary/concepts in Spanish to provide a solid foundation	Strengthen academic vocabulary/concepts in Spanish to provide a solid foundation	
<b>INSTRUCTION</b>	Follow Pacing Guides for Spanish Literacy Strengthen oral language development through SPN poetry and songs Utilize Spanish <i>Frog Street</i> components English vocabulary development using <i>Vocabulary Builders</i> Begin <i>Estrellita</i> program - complete by EOY	Follow Pacing Guides for Mathematics	Follow Pacing Guides for Science	Follow Pacing Guides for Social Studies	
<b>ASSESSMENTS</b>	CLI Engage screeners: BOY, MOY & EOY CLI Engage Progress Monitoring	PK Math Inventory: BOY, EOY	n/a	n/a	

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: KINDERGARTEN

	SPANISH & ENGLISH LITERACY		MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	150 min		100 min <i>5 days of sheltered ENG instruction</i>	30 min <i>5 days of ENG instruction</i>	30 min <i>5 days of ENG instruction</i>	45 min <i>5 days of sheltered ENG instruction</i>
<b>LANGUAGE of INSTRUCTION</b>	SPANISH - Fall Semester ENGLISH - Spring		ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN literacy according to the SLAR TEKS using appropriate pacing and balanced literacy components		Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	
<b>INSTRUCTION</b>	<b>Reading</b>  Follow Spanish Reading Pacing Guide  Provide Read Alouds, Shared and Guided Reading in SPN	<b>Writing</b>  Follow Spanish Writing Pacing Guides  Provide Modeled and Interactive Writing activities in ENG connected to lessons from Mathematics	Follow Pacing Guides for Mathematics  Content Read Aloud in ENG  Include writing activities in ENG	Follow Pacing Guides for Science	Follow Pacing Guides for Social Studies	n/a
<b>ASSESSMENTS</b>	<i>Assessment - Follow District Assessment Calendar</i> mClass - BOY, MOY, EOY mClass Progress Monitoring	TELPA: Spring	Eureka End of Module Assessments  mClass - BOY, MOY, EOY	n/a	n/a	

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 1

	SPANISH & ENGLISH LITERACY		MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	150 min		100 min 5 days of sheltered ENG instruction	30 min 5 days of ENG instruction	30 min 5 days of ENG instruction	45 min 5 days of sheltered ENG instruction
<b>LANGUAGE of INSTRUCTION</b>	SPANISH & ENGLISH		ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.		Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p><b>Whole group - All Year</b></p> <p>Follow Spanish Reading Pacing Guide</p> <p>Read Aloud and Shared Reading in SPN four days a week connected to TEKS, theme and/or Science or Social Studies content, if possible.</p> <p>Purposeful Read Aloud and Shared Reading in ENG once a week connected to TEKS, theme and/or Science or Social Studies content, if possible</p>	<p><b>Writing</b></p> <p><b>Whole group - All Year</b></p> <p>Follow Spanish Writing Pacing Guides</p> <p>Purposeful weekly shared or interactive writing connected to English shared reading</p> <p>Independent practice after English guided reading lesson should be writing connected to small group leveled text</p>	<p>Follow Pacing Guides for Mathematics</p> <p>Content Read Aloud in ENG</p> <p>Include writing activities in ENG</p>	<p>Follow Pacing Guides for Science</p> <p>Content Read Aloud in ENG</p> <p>Include writing activities in ENG</p>	<p>Follow Pacing Guides for Social Studies</p>	n/a
<b>ASSESSMENTS</b>	<p>Assessment - Follow District Assessment Calendar</p> <p>mClass - BOY, MOY, EOY</p> <p>mClass Progress Monitoring</p>	TELPAS: Spring	<p>Eureka End of Module Assessments</p> <p>mClass - BOY, MOY &amp; EOY</p>	n/a	n/a	

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 2

	SPANISH & ENGLISH LITERACY		MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	115 min		100 min <i>5 days of sheltered ENG instruction</i>	45 min <i>5 days of ENG instruction</i>	30 min <i>5 days of ENG instruction</i>	45 min <i>5 days of sheltered ENG instruction</i>
<b>LANGUAGE of INSTRUCTION</b>	SPANISH & ENGLISH		ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.		<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p><b>Whole group – All Year</b></p> <p>Follow ENG Reading Pacing Guide</p> <p>Read Aloud and Shared Reading in ENG four days a week connected to TEKS, theme and/or Science or Social Studies content, if possible.</p> <p>Independent practice after English guided reading lesson should be writing connected to small group leveled text</p> <p>Purposeful Read Aloud and Shared Reading in ENG once a week connected to TEKS, theme and/or Science or Social Studies content if possible</p>	<p><b>Writing</b></p> <p><b>Whole group – All Year</b></p> <p>Follow ENG Writing Pacing Guides</p> <p>Purposeful small group in SPN as needed targeting foundational skills.</p>	<p><i>Follow Pacing Guides for Mathematics</i></p> <p><i>Include listening, speaking, reading and writing activities in ENG</i></p>	<p><i>Follow Pacing Guides for Science</i></p> <p><i>Include listening, speaking, reading and writing activities in ENG</i></p>	<p><i>Follow Pacing Guides for Social Studies</i></p> <p><i>Include listening, speaking, reading and writing activities in ENG</i></p>	n/a
<b>ASSESSMENTS</b>	<p><i>Assessment – Follow District Assessment Calendar</i></p> <p>mClass – BOY, MOY, EOY</p> <p>mClass Progress Monitoring</p>	<p><i>TELPAS: Spring</i></p>	<p><i>Eureka : Middle of Topic &amp; End of Module Assessments</i></p> <p><i>MAPS Screener – BOY, MOY, EOY</i></p>	<p><i>Assessment – Follow District Assessment Calendar</i></p>	<p><i>Assessment – Follow District Assessment Calendar</i></p>	

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 3

	ENGLISH LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	115 min	100 min	45 min	30 min	45 min 5 days of sheltered ENG instruction
<b>LANGUAGE of INSTRUCTION</b>	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p>Follow ENG Literacy Pacing Guide</p> <p>85 minutes Reading/30 minutes Writing</p> <p><b>Writing</b></p> <p>Follow ENG Writing Pacing Guides</p> <p>Purposeful small group in SPN as needed targeting foundational skills.</p>	<p><i>Follow Pacing Guides for Mathematics</i></p> <p><i>5 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Science</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Social Studies</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	n/a
<b>ASSESSMENTS</b>	<p><i>Assessment - Follow District Assessment Calendar</i></p> <p><i>mClass - BOY, MOY, EOY</i></p> <p><i>mClass Progress Monitoring</i></p>	<p><i>TELPAS: Spring</i></p>	<p><i>Eureka : Middle of Topic &amp; End of Module Assessments</i></p> <p><i>MAPS Screener - BOY, MOY, EOY</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 4

	ENGLISH LITERACY		MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	115 min		100 min	45 min	30 min	45 min 5 days of sheltered ENG instruction
<b>LANGUAGE of INSTRUCTION</b>	ENGLISH		ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.		Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	Strengthen academic vocabulary/concepts in ENG to provide a solid foundation	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p>Follow ENG Literacy Pacing Guide</p> <p>85 minutes Reading/30 minutes Writing</p> <p><b>Writing</b></p> <p>Follow ENG Writing Pacing Guides</p> <p>Purposeful small group in SPN as needed targeting foundational skills.</p>		<p>Follow Pacing Guides for Mathematics</p> <p>5 days of sheltered ENG instruction</p>	<p>Follow Pacing Guides for Science</p> <p>15 days of sheltered ENG instruction</p>	<p>Follow Pacing Guides for Social Studies</p> <p>15 days of sheltered ENG instruction</p>	n/a
<b>ASSESSMENTS</b>	<p>Assessment - Follow District Assessment Calendar</p> <p>mClass - BOY, MOY, EOY</p> <p>mClass Progress Monitoring</p>	<p>TELPAS: Spring</p>	<p>Eureka : Middle of Topic &amp; End of Module Assessments</p> <p>MAPS Screener - BOY, MOY, EOY</p>	<p>Assessment - Follow District Assessment Calendar</p>	<p>Assessment - Follow District Assessment Calendar</p>	

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 5

	ENGLISH LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	115 min	100 min	45 min	30 min	45 min 5 days of sheltered ENG instruction
<b>LANGUAGE of INSTRUCTION</b>	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p>Follow ENG Literacy Pacing Guide</p> <p>80 minutes Reading/30 minutes Writing</p> <p><b>Writing</b></p> <p>Follow ENG Writing Pacing Guides</p> <p>Purposeful small group in SPN as needed targeting foundational skills.</p>	<p><i>Follow Pacing Guides for Mathematics</i></p> <p><i>5 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Science</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Social Studies</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	n/a
<b>ASSESSMENTS</b>	<p><i>Assessment - Follow District Assessment Calendar</i></p> <p><i>mClass - BOY, MOY, EOY</i></p> <p><i>mClass Progress Monitoring</i></p>	<p><i>TELPAS: Spring</i></p>	<p><i>Eureka : Middle of Topic &amp; End of Module Assessments</i></p> <p><i>MAPS Screener - BOY, MOY, EOY</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>

# Bilingual Instructional Framework



## BILINGUAL INSTRUCTIONAL FRAMEWORK: GRADE 6

	ENGLISH LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELECTIVES/SPECIALS
<b>TIME FRAME</b>	115 min	100 min	45 min	30 min	45 min 5 days of sheltered ENG instruction
<b>LANGUAGE of INSTRUCTION</b>	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
<b>GOALS</b>	Develop strong foundation in SPN & ENG literacy according to the SLAR & ELAR TEKS using appropriate pacing and balanced literacy components.	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	<i>Strengthen academic vocabulary/concepts in ENG to provide a solid foundation</i>	
<b>INSTRUCTION</b>	<p><b>Reading</b></p> <p>Follow ENG Literacy Pacing Guide</p> <p>90 minutes Reading/45 minutes Writing</p> <p><b>Writing</b></p> <p>Follow ENG Writing Pacing Guides</p> <p>Purposeful small group in SPN as needed targeting foundational skills.</p>	<p><i>Follow Pacing Guides for Mathematics</i></p> <p><i>5 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Science</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	<p><i>Follow Pacing Guides for Social Studies</i></p> <p><i>15 days of sheltered ENG instruction</i></p>	n/a
<b>ASSESSMENTS</b>	<p><i>Assessment - Follow District Assessment Calendar</i></p> <p><i>mClass - BOY, MOY, EOY</i></p> <p><i>mClass Progress Monitoring</i></p>	<p><i>TELPAS: Spring</i></p>	<p><i>Eureka : Middle of Topic &amp; End of Module Assessments</i></p> <p><i>MAPS Screener - BOY, MOY, EOY</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>	<p><i>Assessment - Follow District Assessment Calendar</i></p>

# Bilingual Instructional Framework



## BILINGUAL PROGRAM NEWCOMERS

1-2 Years in U.S. Schools  
(full year = 9 months)

Assessment decisions for newcomers will be made by the LPAC committee.

Grade	Literacy (Reading/Writing)	MATHEMATICS	SCIENCE	SOCIAL STUDIES
1st Grade through 5th Grade	Sheltered ENG Instruction	<i>Sheltered ENG Instruction</i>	<i>Sheltered ENG Instruction</i>	<i>Sheltered ENG Instruction</i>
	90 minutes Reading/25 minutes	<i>5 days of Sheltered ENG Instruction</i>	<i>5 days of Sheltered ENG Instruction</i>	<i>5 days of Sheltered ENG Instruction</i>
	Small Group Literacy instruction in Spanish			
6th Grade	Follow 6th Grade Framework			