



MEMORANDUM

TO: County Superintendents
County Title III Directors
Reading First County Contacts

FROM: Amelia Courts, Executive Director, Office of ESL/International Schools 
 Lynn Boyer, Executive Director, Office of Special Programs, Extended and Early Learning

DATE: September 24, 2007

RE: Clarification on Uninterrupted Daily Reading Instruction

The purpose of this clarification is to provide guidance to school districts regarding the scheduling of English as a Second Language (ESL), Title III services during the uninterrupted daily reading instruction for elementary students. A clarification memorandum regarding Policy 2510 and the scheduling of Uninterrupted Reading Block for Special Education students was disseminated by the West Virginia Department of Education (WVDE) in May 2005.

Each school must establish procedures for implementing uninterrupted reading block scheduling. In developing these procedures, the school will take into account the services and programs that potentially impact the reading block schedule. For example, how will the scheduling accommodate related services such as ESL services? Schools must identify any barriers to implementing an uninterrupted reading block and develop appropriate strategies to reschedule these services at other times. Furthermore, it is recommended that schools develop alternate schedules to address the provision of the uninterrupted block in the event the regular school schedule is changed (e.g. two-hour delay for inclement weather).

Students with limited English proficiency (LEP) must receive an uninterrupted reading block in accordance with Policy 2510 and the annual goals of the LEP committee and may not receive less reading instruction than non-LEP peers. For students who receive all of their reading instruction in an ESL setting, no less than 90 minutes of uninterrupted reading instruction must be scheduled. For students with significantly limited English proficiency (i.e., Level 1 Students) a 90 minute block focusing on communication and emerging literacy skills should be provided.

While the location of reading instruction (i.e., regular or ESL environment) remains an LEP Committee decision, several factors must be considered when making this determination.

LEP Committee Considerations

- Which essential reading components (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) based on evaluation data, should be targeted for specially designed instruction?
- Can the student's reading instruction be delivered in its entirety in the regular education classroom with the use of supplementary ESL services?
- If not, which portions of the regular core reading program could be delivered within the regular education classroom by the ESL teacher through a consultative service delivery model?
- Should the student's 90-minute reading instruction be divided between the regular and ESL settings? For example, the first 45 minutes of instruction is provided in the regular classroom and is immediately followed by another 45 minutes of reading instruction in the ESL classroom. Efforts must be taken to minimize transition time between one classroom and the next to preserve the integrity of the 90 minute uninterrupted block for LEP students.
- Could the student benefit from full participation in the regular education 90-minute block with **additional** specially designed instruction provided in an ESL setting to include previewing or reteaching essential skills?
- For students with significantly limited English proficiency, has the LEP committee addressed the student's communication and emerging literacy skills to be taught during the 90-minute uninterrupted block?
- As students' attainment of English proficiency progresses, has the LEP committee planned for periodic reevaluation in order to move the student to the regular classroom reading block as soon as possible?

For questions regarding this issue, please feel free to contact Amelia Courts (304-558-2691 or aadavis@access.k12.wv.us) or Nancy Cook (304-558-2696 or ncook@access.k12.wv.us). Thank you.