

**TO:** Secondary Principals

**VIA:** Amy Lingren, Chief  
Academic Services

**FROM:** Brenda G. Trimble, Supervisor  
English for Speakers of Other Languages  
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**DATE:** January 8, 2008

**SUBJECT:** *Enrollment of Limited English Proficient Students in Required Intensive Reading Courses*

This memo is in response to the many questions and concerns regarding the implementation of the state policies on narrowing the achievement gap in reading for ESOL students.

Research studies have shown that the average language learner can develop conversational fluency in English within two to four years and oral language is a required foundation for reading comprehension. Developing comprehension of more technical, academic language can take from four to seven years. This depends on many variables such as age, level of academic proficiency in the native language, motivation, and the degree of support for achieving academic proficiency.

Therefore, when scheduling ELLs for Reading, oral language proficiency level will determine the correct course code. In accordance with FLDOE policy, Beginning and Intermediate ESOL students (LAS 1, 2, and 3) should be scheduled into the Developmental Language Arts Course, and Advanced ESOL students (LAS 4, 5) into the Intensive Reading Course. State policy requires dual coverage in reading and ESOL for every instructor teaching reading to an ESOL student. Weighted FTE is earned for either course.

Information on DOE recommended requirements and scheduling follow below:

6 - 8 (FCAT Levels 1 and 2)	Non-Speaker (LAS 1) Beginner (LAS 1-2) Intermediate (LAS 3)	FCAT Level 1, 2 LAS Levels 1-3 CTBS Below 50% Reading Comp. Total Language	Reading endorsement, and ESOL endorsement or K-12 ESOL	M/J Developmental Language Arts Through ESOL Course Number: 1002180.06
6- 8 (FCAT Levels 1 and 2)	Advanced (LAS 4-5)	FCAT Level 1, 2 LAS Levels 4-5 CTBS Below 50% Reading Comp. Total Language	Reading Endorsement, and ESOL Endorsement or K-12 ESOL	M/J Intensive Reading <i>Incl. READ 180/FF</i>  Course Number 1000010.06

9-12 (FCAT Levels 1 and 2)	Non-Speaker (LAS 1) Beginner (LAS 1-2) Intermediate (LAS 3)	FCAT Level 1, 2 LAS Levels 1-3 CTBS Below 50% Reading Comp. Total Language	Reading endorsement, and ESOL endorsement, or K-12 ESOL	Developmental Language Arts Through ESOL Course Number: 1002380.06
9-12 (FCAT Levels 1 and 2)	Advanced (LAS 4-5)	FCAT Level 1, 2 LAS Levels 4-5 CTBS Below 50% Reading Comp. Total Language	Reading Endorsement, and ESOL Endorsement or K-12 ESOL	Intensive Reading <i>Incl. READ 180/FF</i>  Course Number: 1000410.06

**ESOL students must have the same number of instructional minutes daily as non-ESOL students (90 minutes) regardless of whether they are in Developmental LA or Intensive Reading.** *District K-12 Reading Plan*

In schools where there are sufficient numbers, one or more self-contained Developmental LA courses can be included in the master schedule. Where numbers are fewer, multiple course codes for the same instructional period may be used (Developmental students included with IR).

### **Instructional Models**

READ 180 is known to be effective in remediating those reading below grade level. The program components, however, are not designed for low-level ELLs (LAS 1, 2, 3). With little or no oral language, the ability to participate in whole group/small group instruction is compromised and independent reading and writing in English is more than frustrating. READ 180 is appropriate for those language learners who have acquired oral proficiency (LAS 4 or 5). Developmental English students require a different instructional and curricular model.

Non-English speakers and Limited English speakers benefit when they are provided with opportunities to participate in communicative and reflective use of the English language in a wide range of activities. Instruction and materials should accommodate the individual needs of students, resulting in differentiated instruction based on English language proficiency level.

Studies have shown that successful reading programs for Limited English Proficient students must include curriculum and instruction that recognizes the diversity and complexity of these students. The focus of instruction is to enable students who are native speakers of languages other than English to develop basic reading in the English language. Thus, the program must be comprehensive and allow students to build their reading, writing, listening and speaking skills in English. Courses should be aligned with reading benchmarks/SSS, which include ELP (English Language Proficiency) standards. The ELP guides provide expectations for ELLs at the beginning, intermediate, and advanced levels of learning English. More information may be found at <http://etc.usf.edu/flstandards/la/index.html>.

Again, non-speakers and beginning speakers should be scheduled into Developmental LA through ESOL. Proficient English speaking ELLs can be scheduled into IR with the READ 180/Fast Forward component. Both groups must have the same minutes per day/week of reading instruction.

It is the recommendation of the ESOL office that we work collaboratively with each secondary school (especially those with low numbers of ELLs) in scheduling students into the course where they will be most successful.

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