

# Enhancing Instruction by Incorporating English Language Development (ELD) Standards with the Standards of Learning (SOL)

Virginia Department of Education  
Coordinators' Academy  
July 29 – July 31, 2014



# Today's Highlights include...

- Demographics/Terminology
- Changing Role of the ESL Educator
- Enhancing Instruction



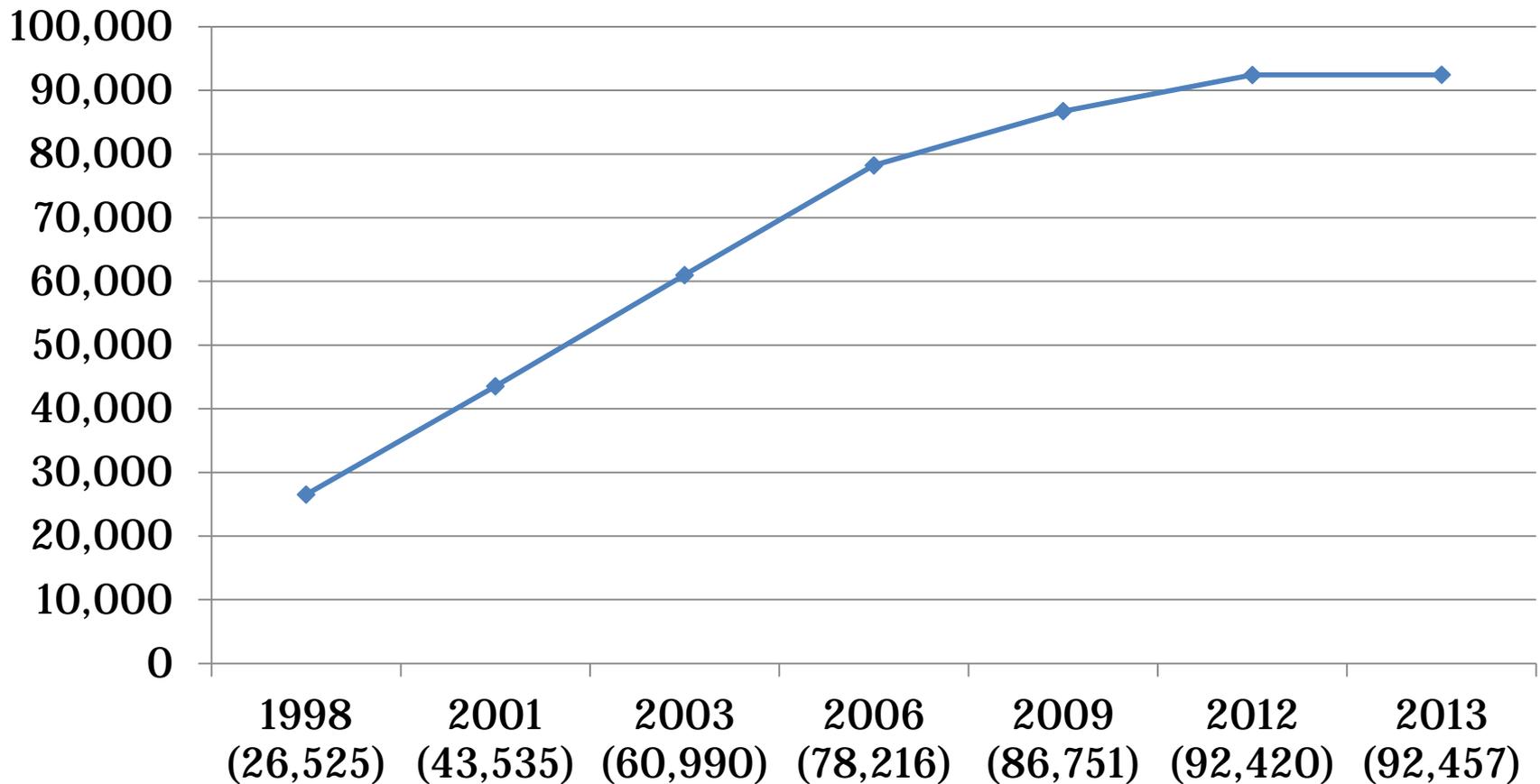
# Demographics

(Based upon September 30, 2013, Student Record Collection)

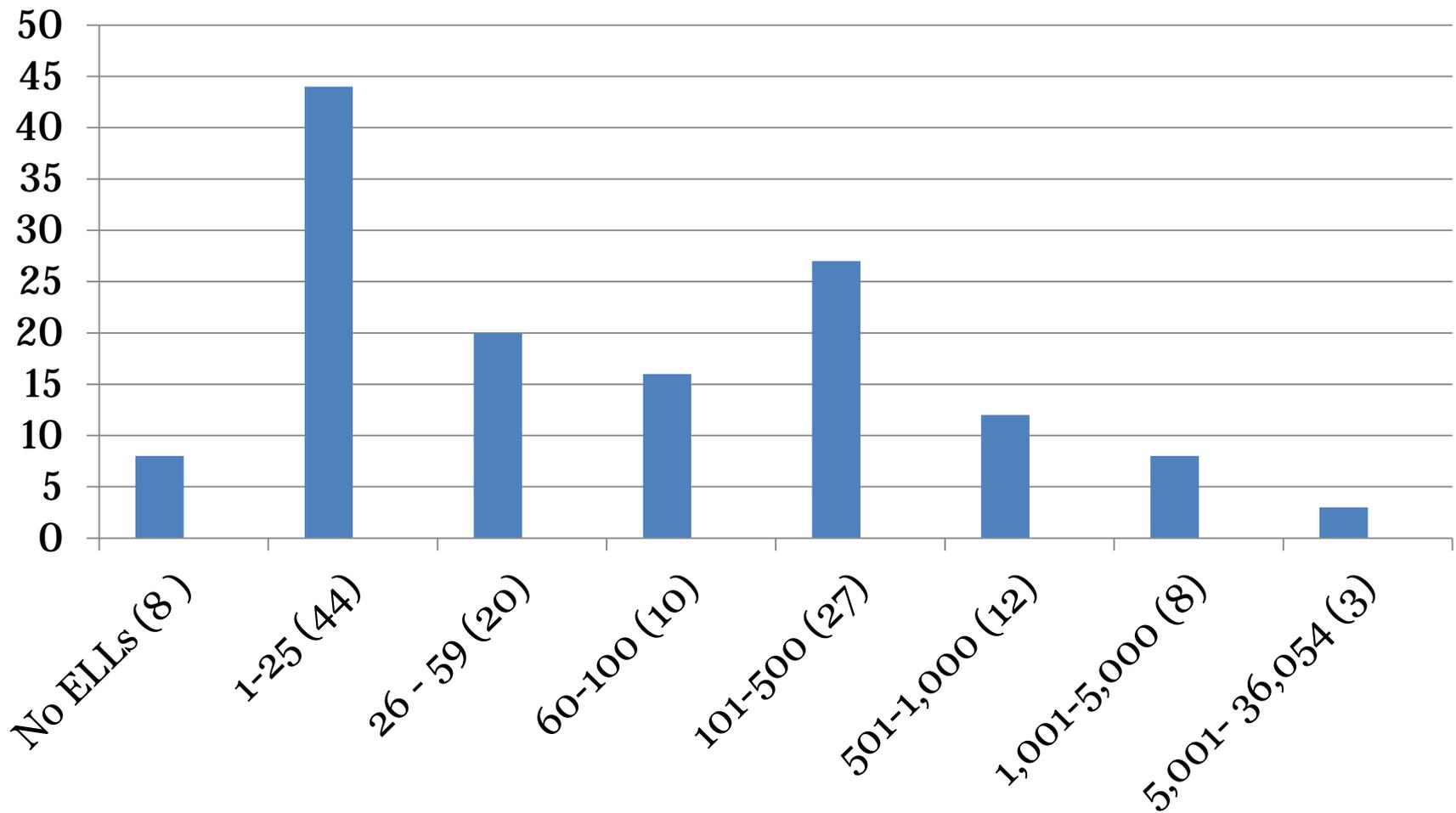


# ELL Growth

349% over the past 15 years

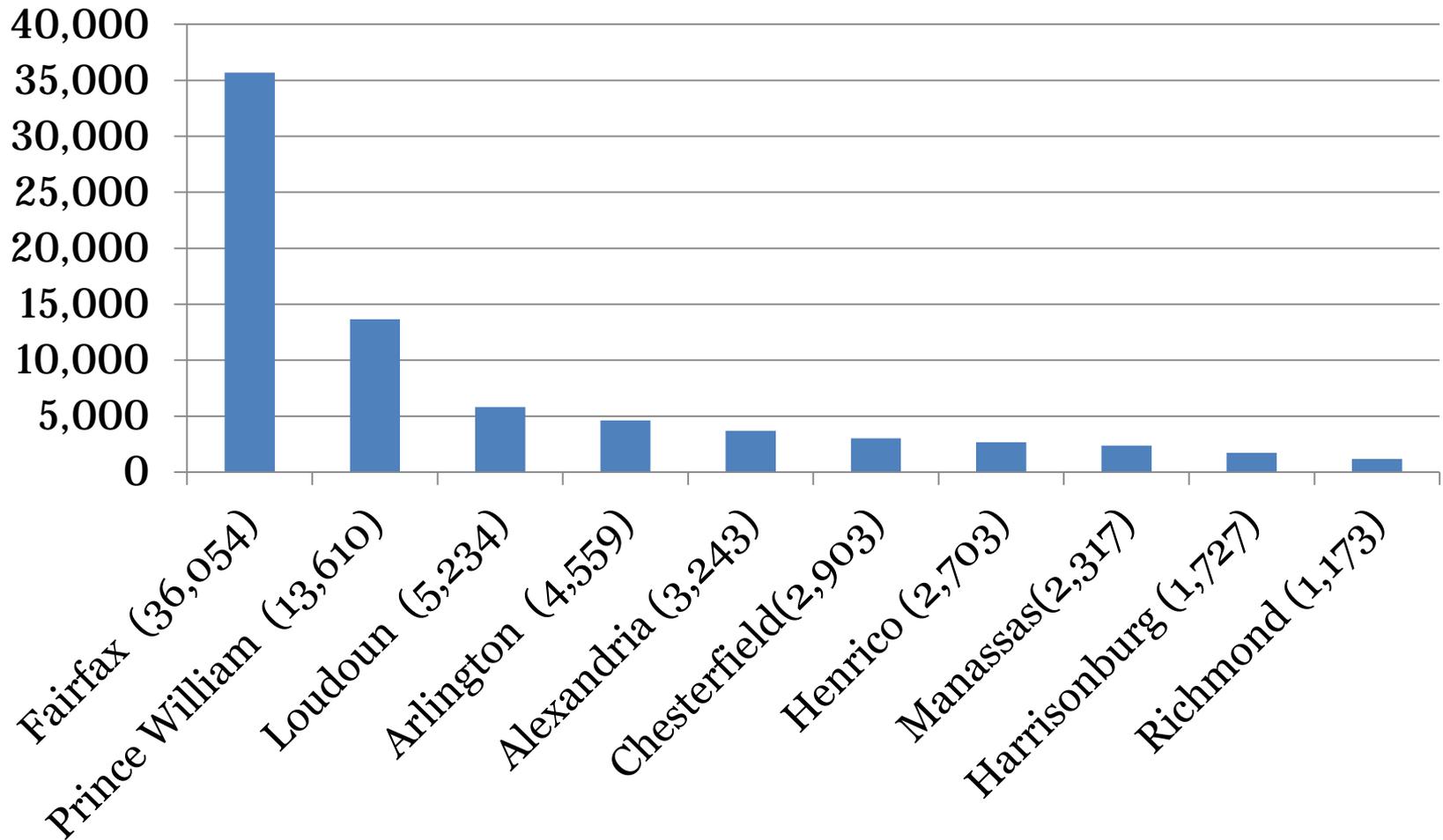


# Divisionwide ELL Distribution



# Largest ELL Student Enrollment

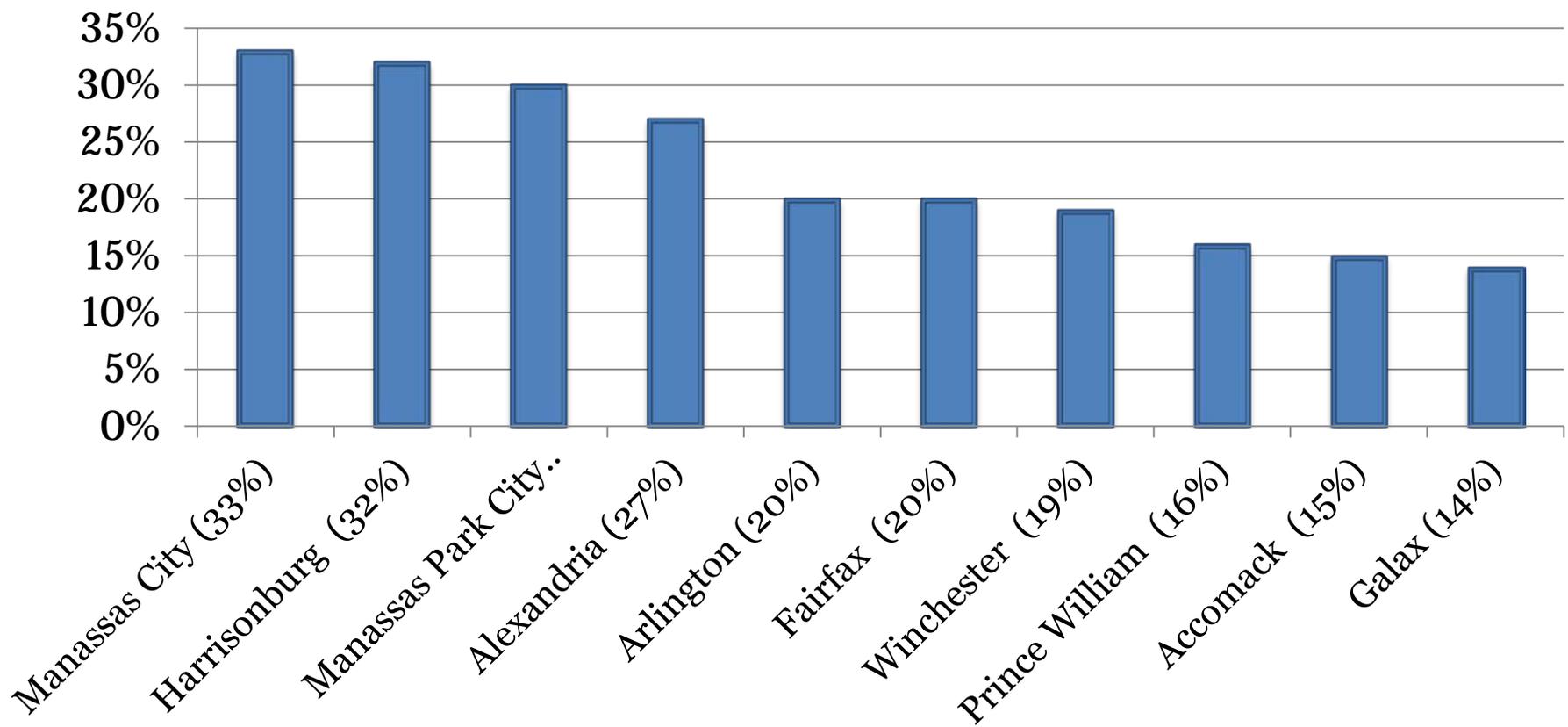
(Top 10 Divisions)



# Largest Percentage of ELLs

(compared to ALL student enrollment)

Top 10 divisions

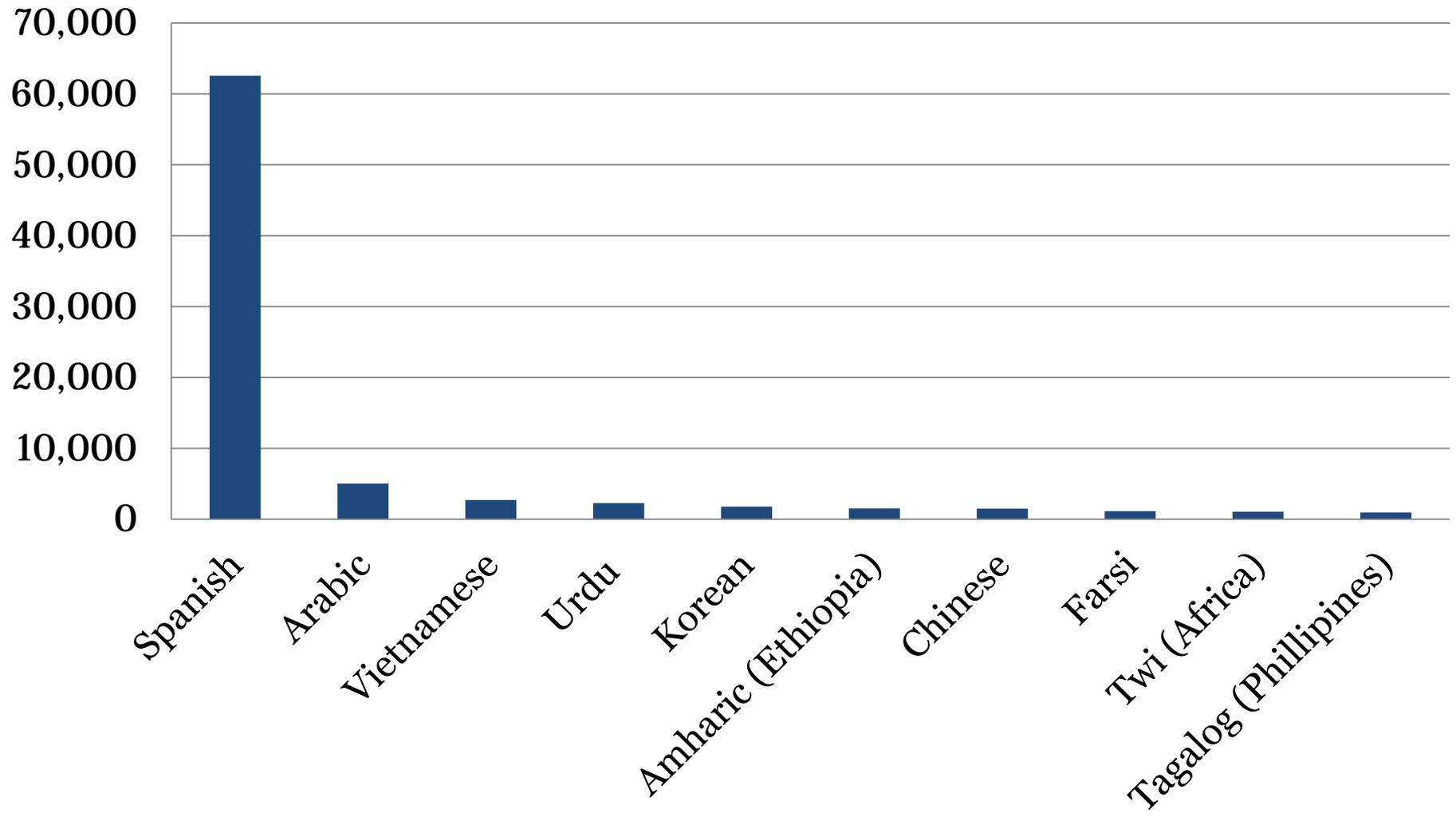


# Number of Languages Reported in Virginia Schools

214



# Top Ten Languages



# Terminology



**ENGLISH AS A SECOND LANGUAGE**

# Acronym Clarification

- **The student**

- LEP: Limited English Proficient (NCLB)
- ELL: English language learner (ESEA)
- EL: English Learner (ESEA)
- FLEP: Formerly LEP (NCLB & ESEA)



- **The teacher/program**

- ESL: English as a Second Language
- ESOL: English for Speakers of Other Languages

# Know your ELL students...



# ELLs may be...

- LT-ELLs: Long Term ELLs
- R-ELLs: Reclassified ELLs
- M-ELLs: Migrant ELLs
- SIFE: Students with Interrupted Formal Education
- SE-ELLs: Special Education ELLs
- Newcomers: Refugees, Immigrants
- HSN: Highly Schooled Newcomers
- Struggling Readers
- Gifted and Talented

# Guidelines for Determining K-12 ELP Levels (Instructional Levels)

ELP Levels	ACCESS for ELLs® Scores
Level 1	Composite Score of 1.0 through 1.9
Level 2	Composite Score of 2.0 through 2.9
Level 3	Composite Score of 3.0 through 3.9
Level 4	Composite Score of 4.0 through 4.9
Level 5	Composite Score of 5.0 through 6.0 and a Literacy Score less than 5.0

# Guidelines for Determining K-12 ELP Levels Formerly LEP (Monitored Levels)

ELP Levels	ACCESS for ELLs® Scores
<p>Level 6 Year 1 (Formerly LEP)</p>	<p><b>For kindergarten students:</b> Accountability Proficiency Score; Composite Score of 5.0 or above; and Literacy Score of 5.0 or above.</p> <p><b>For students in Grades 1-12:</b> Tier C: Composite Score of 5.0 or above; and Literacy Score 5.0 or above.</p>
<p>Level 6 Year 2 (Formerly LEP)</p> <p>Note: Level 6, Year 1, and Level 6, Year 2, FLEP students do <b>not</b> take the annual ELP assessment and are <b>only</b> included in the calculation for AMAO 3 (AMO) for reading/language arts and mathematics.</p>	<p><b>For kindergarten students:</b> Accountability Proficiency Score; Composite Score of 5.0 or above; and Literacy Score of 5.0 or above.</p> <p><b>For students in Grades 1-12:</b> Tier C: Composite Score of 5.0 or above; and Literacy Score 5.0 or above.</p>

# Resources for Interpreting and Understanding ACCESS for ELLs Test Scores

- VA ACCESS for ELLs Score Reports (Grades 1-12) Webinar  
<http://www.wida.us/downloadLibrary.aspx> (requires username and password)
- Interpretive Guide for Score Reports
  - ACCESS for ELLs® English Language Proficiency Test Teacher Report-2013, pages 32-42  
<http://www.wida.us/assessment/ACCESS/>
- CAN DO Descriptors  
[http://www.wida.us/standards/CAN\\_DOs/index.aspx](http://www.wida.us/standards/CAN_DOs/index.aspx)
- Performance Definitions  
[http://www.wida.us/standards/RG\\_Performance%20Definitions.pdf](http://www.wida.us/standards/RG_Performance%20Definitions.pdf)

# TESOL Report

## *Changing Role of the ESL Teacher*

- A singular focus on language acquisition independent of content learning is insufficient and ineffective.
- Critical shifts in instructional practice are essential to improve ELLs' language and content learning.
- What does this shift in teaching ELLs look like?



Please “vote” for the statement below that best describes you and your role in supporting the instruction of ELLs.

1. I **meet consistently** with classroom teachers/ELL Specialists to co-plan lessons and discuss strategies for ELLs.
2. I **occasionally meet** with classroom teachers/ELL Specialists to co-plan lessons and discuss strategies for ELLs.
3. I **rarely meet** with classroom teachers/ELL Specialists to co-plan lessons and discuss strategies for ELLs.

These instructional and assessment components are closely interrelated but often addressed separately

Implementation  
of Assessments

SOL and  
ACCESS for ELLs

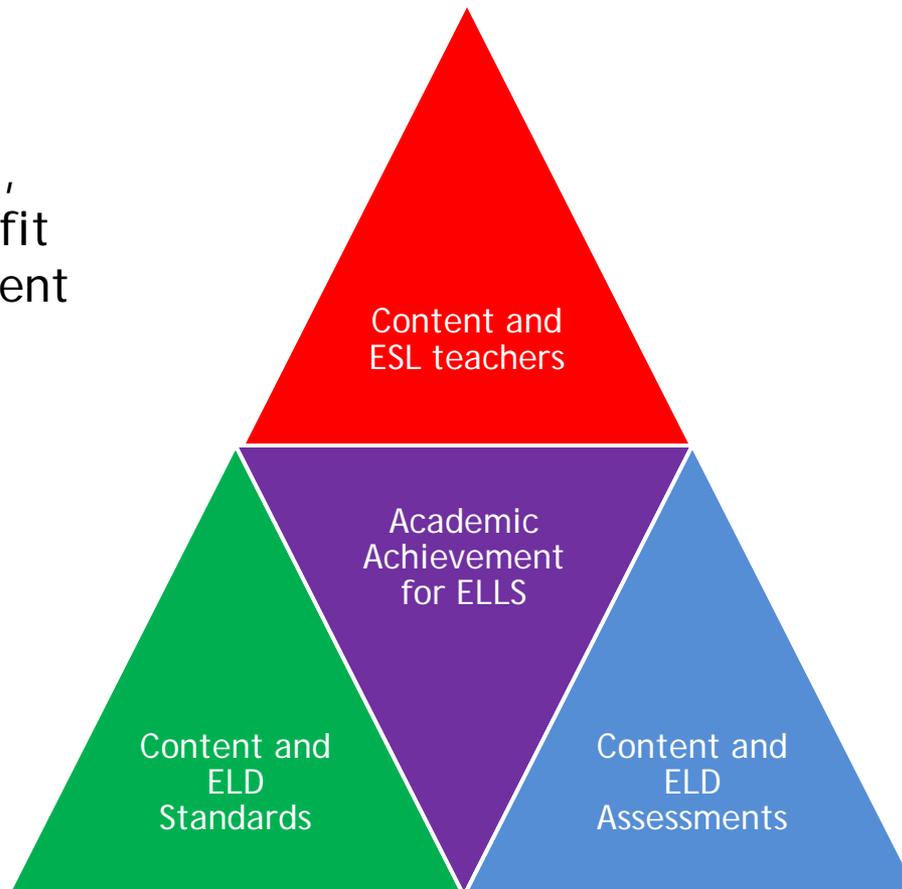
Standards of  
Learning

ELD Standards

# Triangle of Interaction

## Critical Components for Effective ELL Education

To ensure the best possible instruction, the pieces need to fit together in a coherent way



This requires significant cooperation among educators in a school

# Framing questions

- What role are educators of ELLs playing at the division or classroom level in the implementation of Standards of Learning?
- How can divisions better leverage the expertise and experiences of ELL educators to plan and implement the Standards of Learning?

## Changing Role: A Vision

### Current

Varying Roles

Uneven role in leadership

Language instruction in isolation

### Preferred

Greater recognition for expertise and use of skills

Greater input on programmatic/instructional decisions with ELLs in mind

Deliberate, focused collaboration with content teachers

# Changing Role of ESL Educators

Levels	Needs	Strategies
Division	A comprehensive effort to ensure materials and professional development incorporate the needs of ELLs into consideration	1. Equity Audit
School	Deliberate collaboration	2. Talking points; Modeling
Classroom	Strategies to ensure that all educators understand best practices for ELLs	3. Evaluation of SOL instructional strategies for ELLs



# Strategies: Equity Audit

Considerations	Questions to Ask: To What Degree...
Communication	Do ELL educators and classroom teachers spend time communicating about the needs of ELLs?
Planning	Do ELL educators have input into how language instruction is delivered in classrooms with ELLs?
Instructional Materials	Do ELL educators have input into how language instruction is delivered in classrooms with ELLs?
Professional Development	Does Professional Development prepare all teachers for SOL to include ELLs?

## 2. Talking Points

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A talking point is a succinct statement designed to persuade or inform and a good tool for preparing for conversations. A set of talking points will facilitate easier interaction and engagement with content teachers.



# Strategies: Talking Points

SOL	How can I help you/I can help you:
Regular practice with complex text and its academic language	...analyze the academic language of the text you're using and provide scaffolding for ELLs at different levels of English proficiency so they can access the academic language.
Regular practice with complex text and its academic language	...integrate the four language domains into instruction and write text-dependent questions that are scaffolded for ELLs.
Building knowledge through content-rich nonfiction	...determine an appropriate amount of concise background knowledge to teach ELLs so they are better positioned to access informational text.

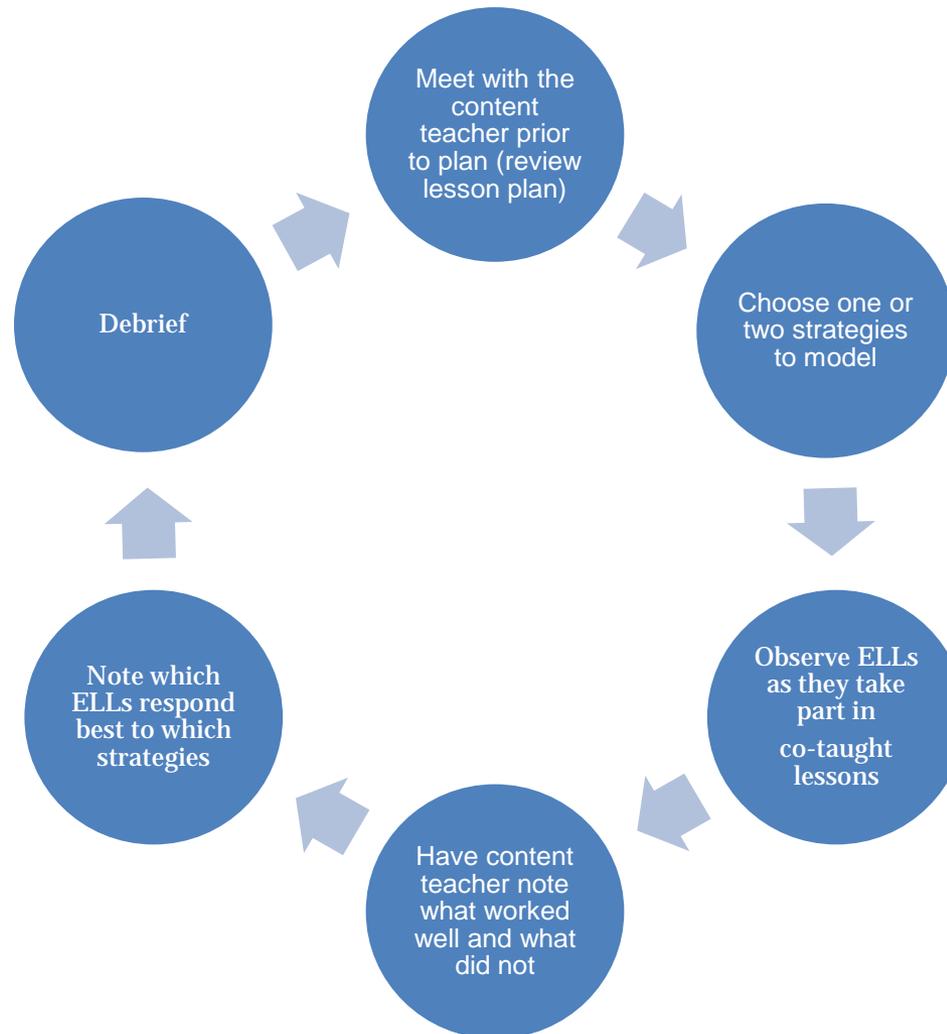
## 2. Modeling

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Modeling is a way to show or demonstrate instructional strategies for ELLs in the classroom setting instead of describing them.



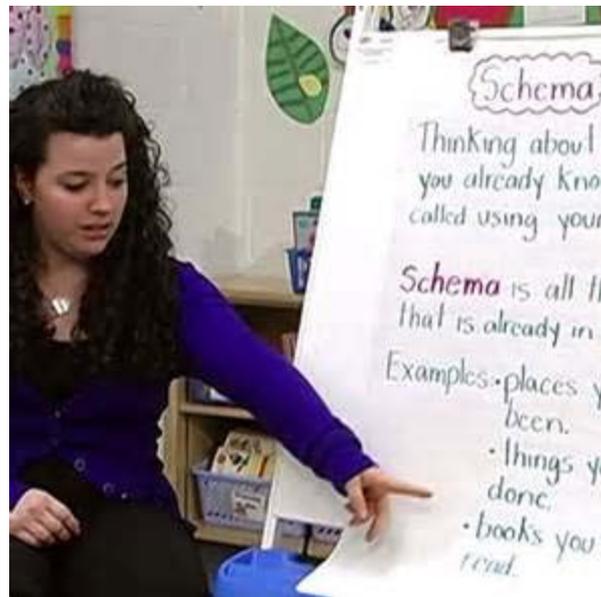
# Strategies: ELL Educators' Modeling



### 3. SOL for ELLs: Lesson Planning Review

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ELL educators and division leaders need to ensure that all teachers understand the needs of ELLs and how ELLs learn SOL content.



# Strategies: Lesson Plan Review for ELLs

SOL	Questions to Discuss
Alignment	<ul style="list-style-type: none"> <li>• Is there clear alignment between the lessons, tasks, SOL and effective ELD practice?</li> <li>• Is there an ELD focus integrated into instruction?</li> </ul>
Regular practice with complex text and its academic language	<ul style="list-style-type: none"> <li>• Is academic language instruction woven throughout the lessons?</li> <li>• Are there clear strategies to support ELL engagement and participation?</li> </ul>
Reading, writing and speaking grounded in evidence from text	<ul style="list-style-type: none"> <li>• Are text-dependent questions used that are scaffolded for ELLs?</li> <li>• Are the four language domains (speaking, listening, reading and writing) integrated throughout instruction?</li> </ul>
Building knowledge through content-rich nonfiction	<ul style="list-style-type: none"> <li>• Is an appropriate amount of background knowledge concisely taught for ELLs?</li> <li>• Is native language support provided for ELLs who need it?</li> </ul>

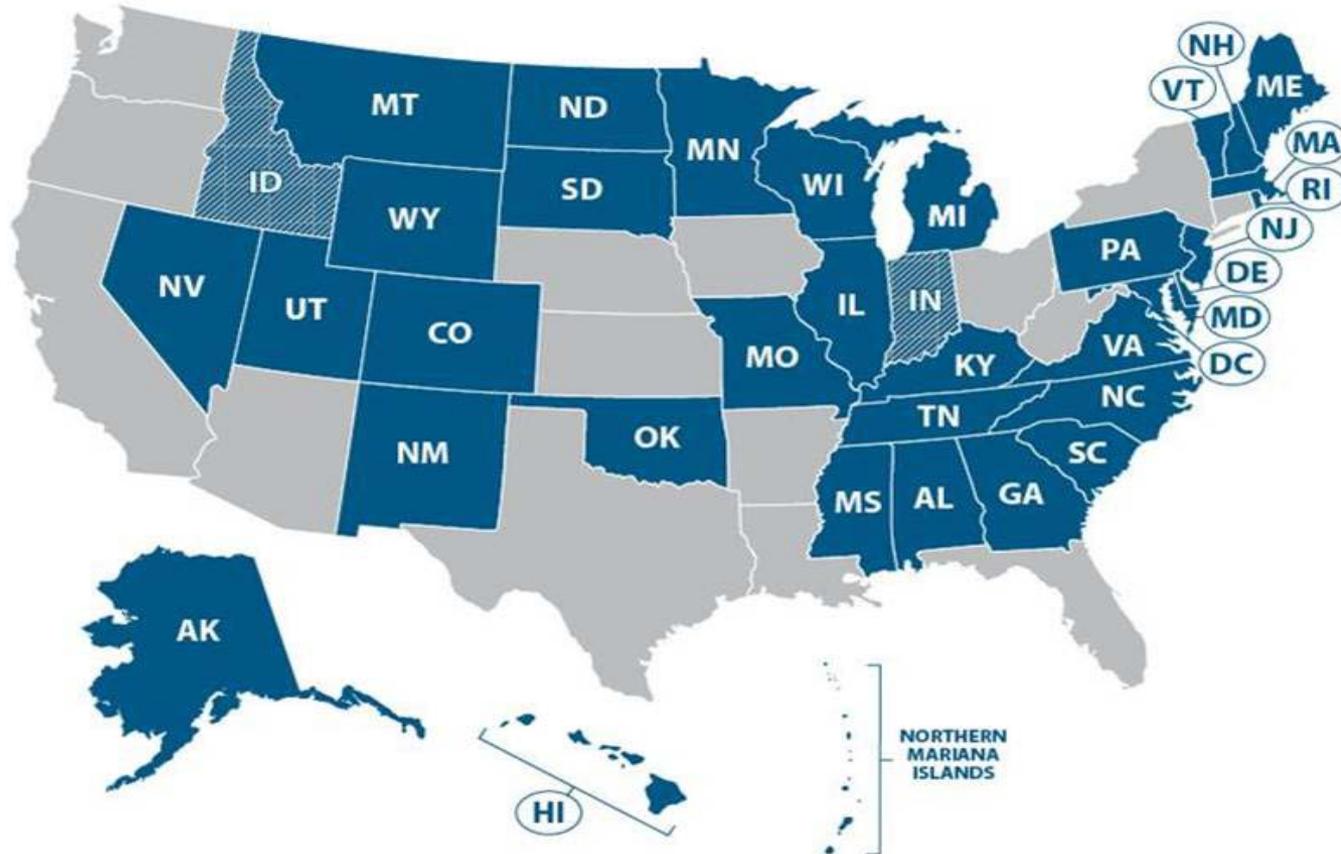
# ESEA Requirement

Section 3113 (b)(2) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), requires state agencies to establish standards and objectives for raising the level of English proficiency in the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging state academic content and student academic achievement standards.

# English Language Development Standards



# 35 U.S. State Education Agencies representing over 1.2 million ELLs



Virginia represents over 92,000 ELLs, 4<sup>th</sup> largest in the consortium  
ELL enrollment in Virginia is approximately 7% of ALL student enrollment

# Mission

To advance academic language development and academic achievement for linguistically diverse students



...through high quality standards, assessments, research, and professional development for educators.

# Enhancing opportunities for language learners

WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators.

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WIDA's Can Do Philosophy



Be an advocate for



34 U.S. states and territories

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Posted 3/3/14

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Non-Disclosure Agreement	
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Guiding Principles of Language Development	
Complex Reference List for WIDA Guiding Principles of Language Development	
CUN DO Philosophy	

### Standards

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Training Toolkit	
2004 WIDA ELP Standards	
2007 WIDA ELP Standards	
2012 WIDA ELD Standards	
2015 Standards Dashboard	
2012 Amplification of the WIDA ELD Standards Webinar, Nov. 29, 2012	
SLI Standards in English	
SLI Standards in Spanish	
LEGS	

### CAN DO Descriptors

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CUN DO Name Chars	
Practical CUN DO Descriptors	
Grades 1-2 CUN DO Descriptors	
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### ACCESS for ELLs

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Sample Letters to Accompany Parent/Guardian Report	
Translations of Parent/Guardian Score Report	
Technical Reports	
Sample Items	
Integrate a Guide for Score Reports	
JCCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities	
Item Writing Course Syllabus	
General Instructions on Creating Training	
District School (Grades 1-12) Test Administration Manual	
Kindergarten Test Administration Manual	
Non-Disclosure Agreement	
Return Shipping Instructions	
Return Pacing Instructions	
Return Pacing Instructions Video	
Test Session Master Schedule	
Test Session Roster	
The Placement Protocol	
Administering the JCCESS for ELLs Listening & Reading Tests	
Sample test items for Grades 1-2	
Sample test items for Grades 3-5	
Sample test items for Grades 6-8	
Sample test items for Grades 9-12	
Speaking Score Sheet	
Speaking Scoring Notes	
Speaking Test Rubric	
Writing Rubric of the WIDA Consortium for Grades PreK-12	
Alabama JCCESS FLD	
Alabama JCCESS for ELLs Participation Guidelines	
WIDA/Alabama IPIs Draft	
Alabama JCCESS for ELLs Sample Items	
Alabama JCCESS for ELLs Test Administration Tutorial	
Alabama JCCESS Score Report Interpretation Criteria	
Alabama JCCESS Test Administration Manual	
LEGS	

### WV-APT

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Kindergarten Test Forms	
Grades 1-2 Test Forms	
Grades 3-5 Test Forms	

### Research

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Academic Achievement for English Learners - What Can We Reasonably Expect?	
Translations of Parent/Guardian Score Report	
Data Dashboard 101 Tutorial	
WIDA Common Core Alignment Study	
WIDA ELP Standards-JCCESS for ELLs Alignment Report	
Kentucky Core Content-WIDA ELP Standards Alignment Report	
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### Resources/Bulletins

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Focus Bulletin	
Recommended Literature	
Response to Instruction & Intervention (RII) for English Language Learners	
RFD Feedback Form	
Publications Order Form	
2010-11 Annual Report	
Expense Form	
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### Videos/Webinars

Grades 1-2 JCCESS for ELLs Video	
Kindergarten Assessment Video	
Webinars	
Alabama Webinars	
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Chicago Public Schools Webinars	
Delaware Webinars	
Georgia Webinars	
Iowa Webinars	
Maryland Webinars	
Montana Webinars	

Academic Language Part 1	
Academic Language Part 2	
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JCCESS Administration Part 1	
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WIDA Overview Part 1: Building Background	
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WIDA Overview Part 3: WIDA Tools	
W-APT Part 1: Overview	
W-APT Part 2: Scoring Speaking and Writing	
W-APT Part 3: Kindergarten Assessment	

- ## Resources Galore!
- ELD Standards
  - Books
  - Can Do Books
  - Focus Bulletins
  - Webinars
  - Research Reports
  - Sample ACCESS items
  - And more!

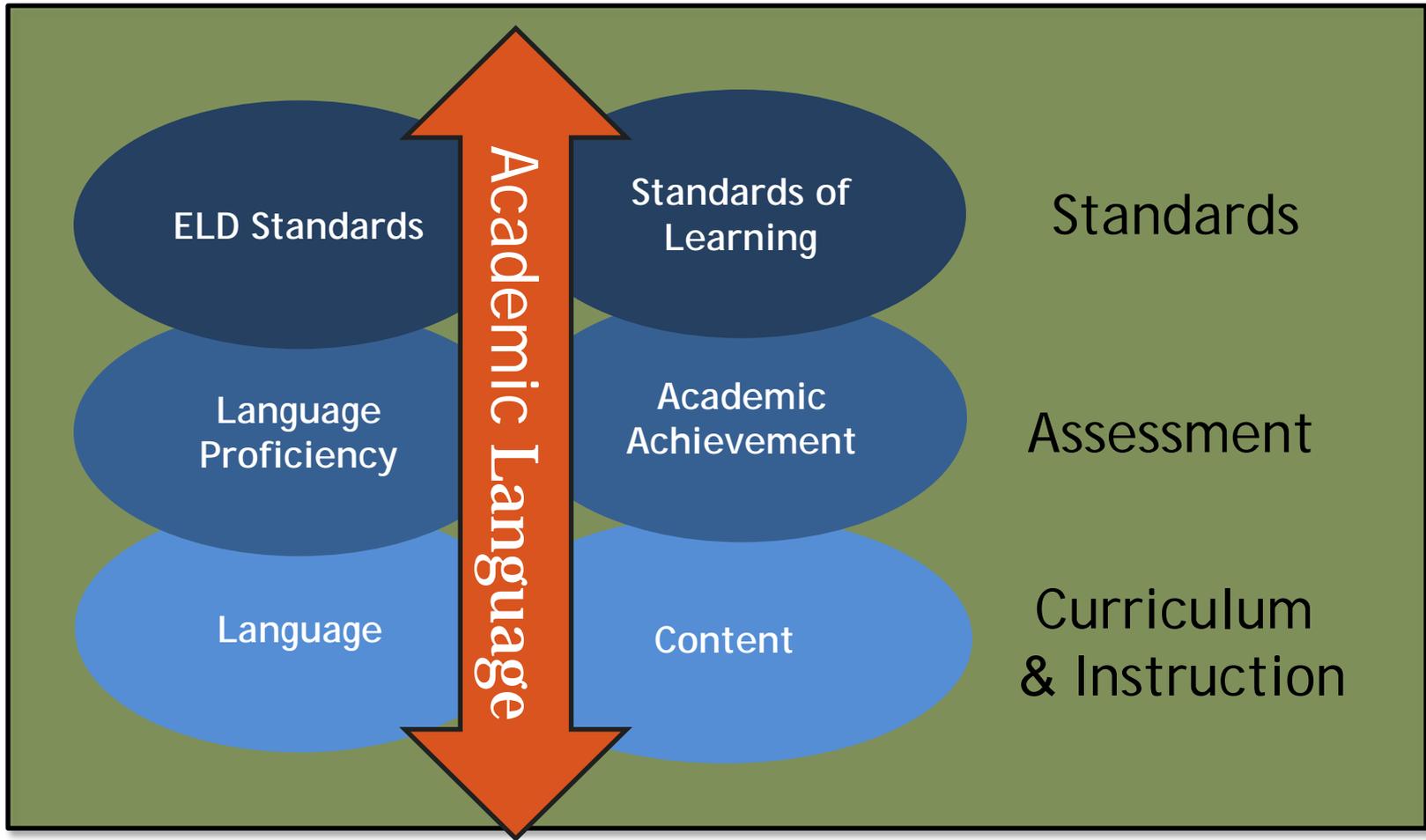
# Enhancing Instruction by Incorporating English Language Development (ELD) Standards with the Standards of Learning (SOL)



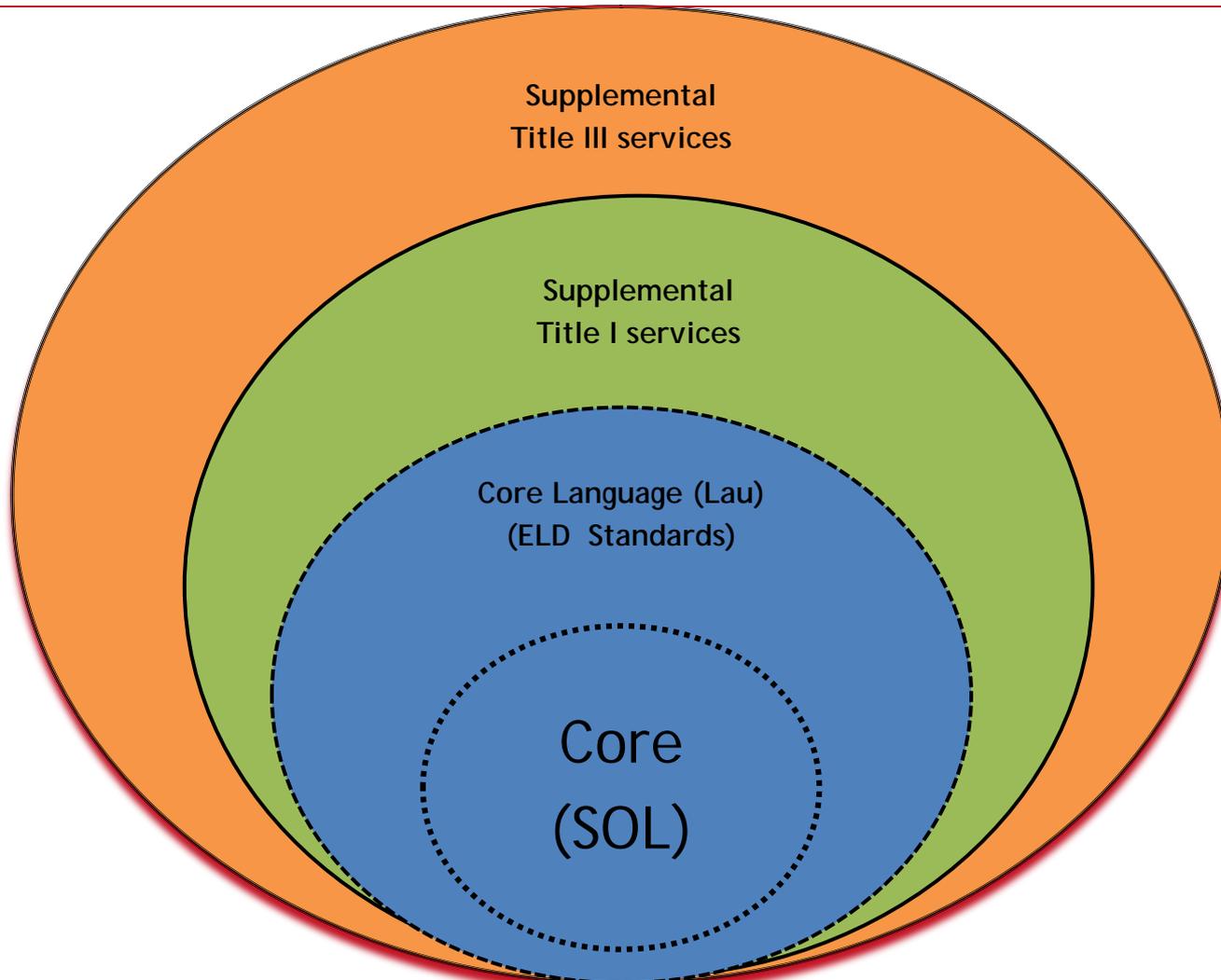
Follow the course...



# Step 1: Make the Connection



## Step 2: Understand the Instructional Framework



## Step 3: Incorporate ELD Standards

- **Lesson Plans**
- **Pacing Guides**
- **Curriculum Maps**
- **Curriculum Frameworks**
- **Instructional Strands**

# Sample Science Lesson Plan

**SOL 4.4** The student will investigate and understand basic plant anatomy and life processes. Key concepts include the structures of typical plants and the function off each structure; processes and structures involved with plant reproduction; photosynthesis; and adaptations allow plants to satisfy life needs and respond to the environment.

## WIDA Standard 4: The language of science

### Linguistic Complexity (discourse level)

What part of the plant \_\_\_\_\_? The \_\_\_\_\_ part of the plant does \_\_\_\_\_.  
How are plants pollinated? Plants are pollinated \_\_\_\_\_.

### Language Forms and Conventions (sentence level)

Pollinate-pollinate  
Reproduce-reproducing

### Vocabulary Usage (word/phrase level)

root, stem, leaves, flower, transport, photosynthesis, environment

**Differentiated Practice (Remediation):** Provide the student with a flower drawn by the teacher. Have the students label it and write the function of each flower part using a word bank (created by the teacher). Finally, have the students color in the flower.

**Differentiated Practice (Enrichment):** Have the students create their own model of a flower using modeling clay. The students can then create an index card booklet to list the parts of the flower and explain each part's function.

# Sample English Pacing Guide

3 <sup>rd</sup> Nine Weeks Continue to review and expand skills from previous nine weeks and add:	SOL	4 <sup>th</sup> Nine Weeks Continue to review and expand skills from previous nine weeks and add:	SOL
<p><b><u>Writing:</u></b></p> <p><b>Usage/mechanics/grammar:</b></p> <ul style="list-style-type: none"> <li>Use adverbs instead of adjectives where appropriate</li> <li>Use conjunctions</li> </ul> <p><b>Composing/Written Expression:</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Formulate questions about a topic</li> <li>Identify key terms to use in searching for information</li> <li>Identify, locate, explore and effectively use a variety of resources</li> <li>Skim and select information</li> <li>Combine related information from two or more sources</li> <li>Use facts and details in sentences to elaborate the topic</li> <li>Use specific vocabulary, words and phrases</li> <li>Develop notes</li> <li>Give credit to sources used in research</li> </ul>	<p>5.8</p> <p>5.7</p>	<p><b><u>Writing:</u></b></p> <p><b>Usage/mechanics/grammar:</b></p> <ul style="list-style-type: none"> <li>Select items for review based on student needs</li> </ul> <p><b>Composing/Written Expression:</b></p> <ul style="list-style-type: none"> <li>Self-select narrative or expository topic for independent writing</li> <li>Compose persuasive papers incorporating shared writing on student and teacher selected topics</li> <li>Apply knowledge of writing domains</li> <li>Connect writing mode with the appropriate pattern of organization</li> <li>Edit for fragments and run-ons</li> <li>Use hyphens to divide words at the end of a line</li> </ul>	<p>5.8</p> <p>5.7</p>

## WIDA English Language Development Standards

To be incorporated within the daily delivery of instruction for ELL students.

Standard		Abbreviation	
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language	
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	The language of Language Arts	

# Sample Curriculum Map

SOL	Standard of Learning	Time	Curriculum Framework Essential Knowledge	Essential Vocabulary	Teacher Resources & Enhanced Scope and Sequence Lessons (ESS)	WIDA English Language Development Standards
1.11 *not tested until 3 <sup>rd</sup> 9 weeks	Measurement Calendar Language  *Use calendar language appropriately (e.g., names of the months, <i>today, yesterday,</i> <i>next week, last</i> <i>week</i> ).	9/3 – 9/6 4 days (ongoing)	p. 18	month; today; yesterday; next week; last week; calendar	<i>Calendar Connections</i>	Standard 1: Social and Instructional Language  Standard 2: Language of Language Arts  Standard 3: Language of Mathematics –
1.14 *not tested until 3 <sup>rd</sup> 9 weeks	Probability & Statistics Data Collection/Graphs  *Investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs		p. 25	data; count (ing); tally (ing); picture graph; object graph	<i>Data in our World</i>	Domains include: Listening, Speaking, Reading, Writing

# Sample Curriculum Framework

Standard 11.2 Strand: Communication: Speaking, Listening, Media Literacy

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- Use media, visual literacy, and technology skills to create products.
- Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- Determine the author's purpose and intended effect on the audience for media messages.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>Students will continue to develop media literacy by examining how media messages influence people's beliefs and behaviors.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.</li> </ul>

ELD Standard 1: Social and Instructional Language

ELD Standard 2: The Language of Language Arts

Example Context for Language Use: Students listen to sample advertisements (video, radio, etc.) to assess the use of persuasive techniques in the media.

COGNITIVE FUNCTION: ANALYZE						
LANGUAGE DOMAIN: LISTENING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6-Reaching
	Listen to and match media samples to specific purposes using visuals and a bilingual dictionary and working with a partner	Listen to and label media samples with a specific purpose using a word bank and bilingual dictionary and working with a partner	Listen to and categorize media samples by specific purpose working with a partner	Listen to, identify, and discuss how characteristics of media samples relate to a specific purpose working with a partner	Listen to and compare and contrast by purpose the characteristics of media samples working with a partner	
<p><b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: values, point of view, influence, belief, behavior, evaluate, advertisement, blog, editorial, intent, content, opinion, purpose, effect, audience, objectivity, subjectivity, bias, media, connotation, symbol, metaphor, imagery, visual, audio, graphic, audience, context, word choice, impact, public opinion, analyze, critique, persuade, entertain, appeal, ethics, belief</p>						

# Sample English Instructional Strand

SOL 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

ELD Standard 1: Social and Instructional language ELD Standard 2: The language of Language Arts				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listen to and match media samples to specific purposes using visuals and a bilingual dictionary and working with a partner	Listen to and label media samples with a specific purpose using a word bank and bilingual dictionary and working with a partner	Listen to and categorize media samples by specific purpose working with a partner	Listen to, identify, and discuss how characteristics of media samples relate to a specific purpose working with a partner	Listen to and compare and contrast by purpose the characteristics of media samples working with a partner

Language develops across different levels of language proficiency.

# Sample Mathematics Instructional Strand

SOL. 5.12 The student will classify

- a) angles as right, acute, obtuse, or straight; and
- b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.

ELD Standard 1: Social and Instructional language ELD Standard 2: The language of Language Arts ELD Standard 3: The language of Mathematics				
<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
Ask and answer yes/no questions related to types of angles using teacher oral scaffolding and visual supports	Ask and answer simple wh-questions related to types of angles using sentence frames and visual supports	Describe the relationship between types of angles using a word bank and visual support	Describe the relationships among multiple angles using visual support	Explain how to classify angles with and without visual support
 <p>Language develops across different levels of language proficiency.</p>				

# Sample Science Instructional Strand

**SOL 4.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations**

ELD Standard 1: Social and Instructional ELD Standard 2: The language of Language Arts ELD Standard 4: The language of Science				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
State reasons for outcomes of experiments on electricity using illustrations or realia and teacher guidance (i.e. "electricity goes, "electricity stops" when circuit is opened or closed	State reason for outcomes for experiments on electricity using illustrations or realia, oral sentence starters, and teacher guidance (i.e. "the bulb turned on because...", "the balloons attracted/repelled because...")	Explain outcomes of experiments of electricity using illustrations and oral sentence frames	Explain in detail outcomes of experiments on electricity using illustrations and with word/phrase banks	Explain in detail outcomes of experiments on electricity using illustrations or realia

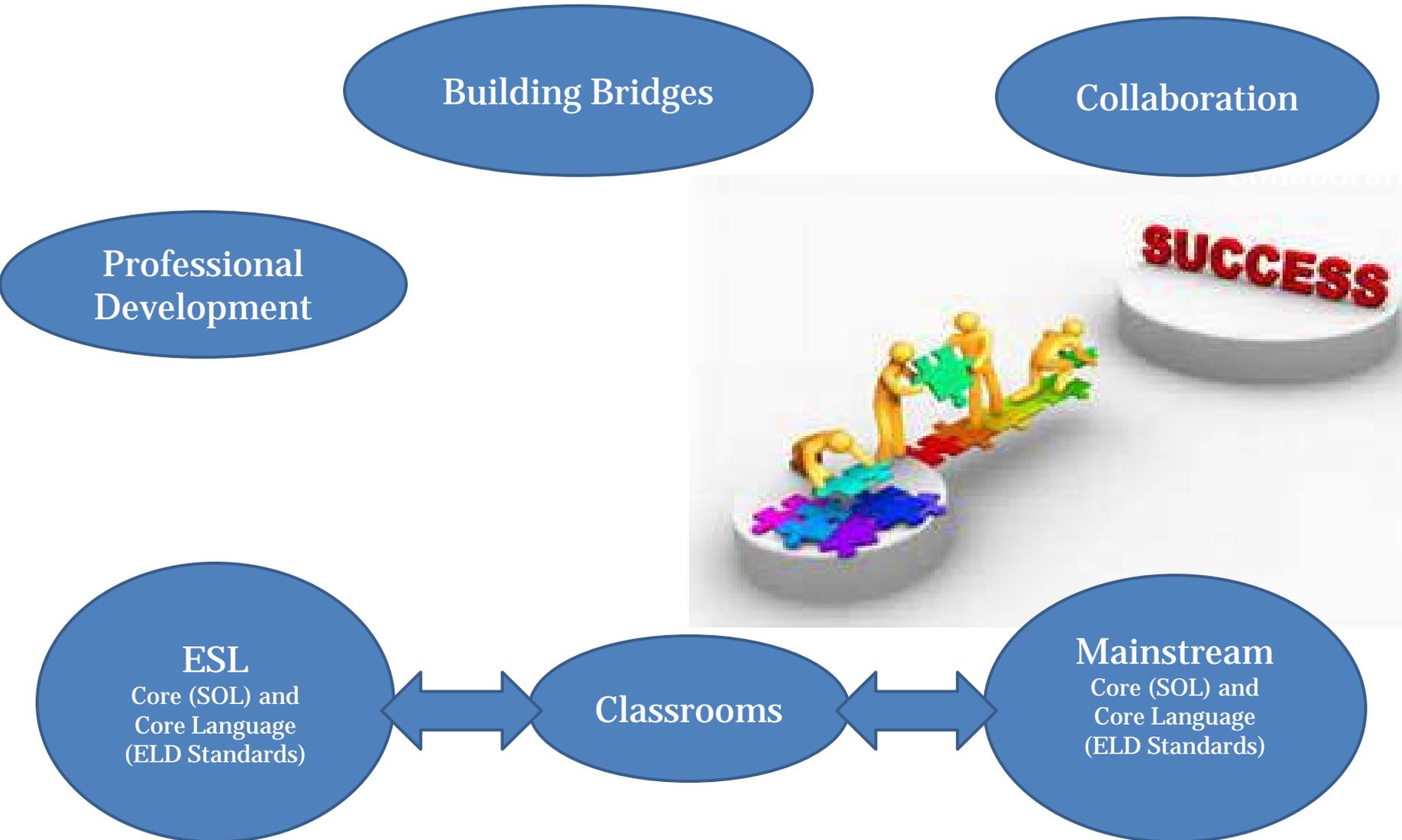
Language develops across different levels of language proficiency.

# Sample History/Social Science Instructional Strand

**SOL 1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.**

ELD Standard 1: Social and Instructional ELD Standard 2: The language of Language Arts ELD Standard 5: The language of History/Social Science				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Name weather conditions and their effects on people using calendars, maps, charts, and graphs	Restate weather conditions and their effects on people using calendars, maps, charts, and graphs	Describe weather conditions and their effects on people using calendars, maps, charts, and graphs	Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs	Explain weather conditions and their effects on people using calendars, maps, charts, and graphs

Language develops across different levels of language proficiency.



# How can support be provided to balance the instructional scale?

Standards of Learning



ELD Standards



SUCCESS  
on  
SOL Assessments  
and  
ACCESS for ELLs<sup>®</sup>





# Time to share...

1. How does your school division ensure the core programs and services include core language programs and services?
2. How does your school division ensure that core language programs and services include core programs and services?
3. What type of Title III supplemental support does your school division provide to 1 and 2 above?

How does your school division ensure the core programs and services include core language programs and services?

What type of Title III supplemental support does your school division provide?

### Scenario 1

23 ELL students in a K-5 school that has a total school population of 523;  
ELL students range from levels 1-5

- Seventeen students are native Spanish-speakers; three are Korean; and three are native Urdu speakers
- Two students are dually identified as SPED/ELL
- ESL teacher will support ELL students in content classes

How does your school division ensure that core language programs and services include core programs and services?

What type of Title III supplemental support does your school division provide?

- Scenario 2

- 128 ELL students in a 9-12 school that has a total school population of 1200; ELL students range from levels 1-5

- ELL students levels 1-4 receive two to four ESL classes each day
    - ELL students levels 1-4 attend content classes for the remainder of each day
    - Level 5 ELL students attend content classes
    - Four ESL teachers provide instruction for the ESL classes

How does your school division ensure that core language programs and services include core programs and services?

What type of Title III supplemental support does your school division provide?

Scenario 3:

Traveling ESL teacher supports 15 ELL students from grades K-12 in a pull-out model in a low incidence rural school division; ELL students range from ELP levels 1-5

- Ten (10) students are native Spanish speakers
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- Two (2) students speak Russian
- Two (2) students speak Chinese
- One (1) student speaks German

**Note: All ELLs are level 1-3 students**

# Virginia Department of Education

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