

Guidance for Reading Intervention in Grades 4-8 and English Language Development (ELD) Services and Programs

All Grades 4-8 students who receive either a Fail/Basic or Fail/Below Basic on the end of year reading SOL must participate in Virginia Language & Literacy Screening System: Grades 4-8 (VALLSS: Grades 4-8), receive a student reading plan, and qualify for additional reading intervention services.

Intervention and SRP Qualified Students

- Students who score in the Fail/Basic or Fail/Below Basic range on the end of the year SOL assessment for reading qualify for reading intervention and an SRP in the Fall. For more information about what this intervention looks like in grades 4-8, see the [VDOE FAQ linked here](#).
- Intervention decisions are up to the school division and can be met with many different approaches and a combination of school personnel and resources. Divisions should consult with families, teachers, administrators, special educators, and reading specialists to determine student learning needs; divisions have flexibility in determining when (during a dedicated class period, extended time after school, etc.) an approved program is implemented, and who (classroom aide, interventionist, computer-based program) will conduct the implementation of the approved program.

Intervention and SRP Qualified Students and ELD Services and Approved Programs Required

- ELD services and programs must continue in addition to additional approved reading intervention programs for students who qualify for them based on SOL score.
- LEAs must offer EL services and programs until ELs are proficient in English and can participate meaningfully in educational programs without EL support (EL Toolkit Chapter 2)
- The additional reading intervention in grades 4-8 can be met with different approaches and a combination of school personnel and resources. However, the time spent receiving these additional reading intervention services does not “count” toward ELD services.

- Divisions should consult with families, teachers, administrators, EL educators, and reading specialists to determine student learning needs and ways to address them.
- Divisions have flexibility in determining when (during a dedicated class period, extended time after school, etc.) an approved program is implemented, and who (classroom aide, interventionist, computer-based program) will conduct the implementation of the approved program.
- For students requiring additional reading intervention and ELD services, both sets of requirements must be met. Teachers, including general education, reading specialists, special education (when appropriate), and ELD services providers, should collaborate on the student’s goals from the Student Reading Plan (SRP).
- An example of this collaboration would be that the student receives additional reading intervention focusing on code-based reading, with the reading intervention teacher. This reading skill may align with a component of the WIDA ELD Standards Framework, 2020 edition. Upon collaboration, the ELD teacher could integrate the skill IF it supports language acquisition; however, the time that the ELD teacher spends working with the student on this aspect of the reading domain would not count towards additional reading intervention.



Divisions can email Ellen.Frackelton@doe.virginia.gov for questions related to reading intervention
Divisions can email Jo-el.Cox@doe.virignia.gov for questions related to ELD
Reference: English Learners DCL (PDF) (ed.gov) Sections B, C, D