SALA COVID-19 Updates

Bureau of Student Achievement through Language Acquisition (SALA)
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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Communication with ELLs and their Families

- Communication in multiple languages
  - In a language the parent/guardian understands
  - Unless clearly not feasible
  - [Resources in multiple languages on COVID-19](#)
  - [Florida Department of Health has outreach materials in Haitian Creole and Spanish that can be posted on websites or flyers be made for take home with children meals](#)

- Communication in multiple modalities
  - Remember oral communication may be the only way some families understand
  - Consider family preference, like text, email or phone
  - Phone, email, internet, U.S. mail

- Communication in regular intervals
  - Suggest a schedule for parents/guardians
  - Recorded and posted once completed

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Questions from Districts

1. Does the state have direction, guidance, or specific resources to support instruction for English Language Learners (ELLs) through distance learning?

There are numerous free sites for bilingual materials, such as http://bilinguis.com/, http://lingolibros.com/free-books, https://www.readconmigo.org/ that students and parents can use to encourage literacy skills in English and other languages. The site Colorin Colorado, https://www.colorincolorado.org/, also includes various content area activities for ELLs, as well as family involvement ideas and videos. For those ELLs who do not have access to the internet or computer, districts can download educational and English learning programs on "loaner" laptop computers. Teachers can require a PowerPoint or reflective paper accompany these activities which can be used for ELL grading purposes. Additionally, we have provided a list with internet resources which we hope you will find helpful.

2. Does the state have further guidance related to the promotion or retention of English Language Learners (ELLs), particularly as it relates to the third grade?

ELLs should follow the same guidelines as non-ELLs per Commissioner Richard Corcoran guidance: Requirements for graduation and promotion, and final course grades will be evaluated as though those assessments which were cancelled did not exist.

Questions from Districts (cont'd)

3. Do newly enrolled students who are potential ELLs have to be identified within fourteen days?

Since this is an Every Student Succeeds Act (ESSA) requirement, we are waiting for further guidance from the United States Education Department (USED). In the meantime, please make every reasonable effort to follow existing processes and to provide appropriate academic services to ELLs.

4. As mandated by Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages Program, must ELL committees be convened for Extension Services in ESOL programs for the remainder of the 2019-20 school year?

Extension of Services is the continuation of ESOL services for ELLs in their fourth, fifth or sixth year in the ESOL program. Both a recent English language proficiency assessment and an ELL Committee meeting are required; however, at this time the Department is reviewing policy and procedures and will advise once a decision is made.

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Online Resources for ELLs

Resources for Schools to Help Provide E-learning to English Learners			
Resource	English / Multi-lingual	Targeted Grade Levels	Website Address
Fun English Games for Kids	English	Elementary	http://www.funenglishgames.com/
Games to Learn English	English	Elementary	https://www.gamestolearnenglish.com/
Learn English with English Class 101 free youtube videos	English	Middle school - High school	https://www.youtube.com/user/ENGLISHCLASS101
Online interactive lessons	Multilingual	Elementary	http://www.english-4kids.com/
Unite for Literacy	Multilingual	Elementary	http://uniteforliteracy.com/
Multiple resources	Multilingual	Elementary	https://www.eslkidstuff.com/
International Children's Digital Library	Multilingual	Grades K-8	http://en.childrenslibrary.org/
Paco el Chata (online versions of textbooks from Mexico's Ministry of Education)	Spanish	Elementary - High School	https://pacoelchato.com/
Multiple resources for different grade levels	Multilingual	Elementary - High School	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169756
Mama Lisa's World (International Music and Culture)	Multilingual	Elementary	https://www.mamalisa.com/
Randall's ESL Cyber Listening Lab	English / Multi-lingual		https://www.esl-lab.com/easy/
A Green Mouse- Learn Spanish	Spanish/English	All	https://agreenmouse.com/spanish-for-children/ks2-and-ks3-spanish/
A Green Mouse- Learn French	French/English	All	https://agreenmouse.com/french-for-children/ks2-ks3-french/
CommonLit	Spanish/English	Grades 3-12	https://www.commonlit.org/en/texts?language=spanish
Colorin Colorado	Multilingual	All/parents	https://www.colorincolorado.org/
Online free Spanish	Spanish	All	https://onlinefreespanish.com/
ABCya	Spanish	Grades K-6	https://www.abcya.com/
Digital Dialects	About 30 languages		https://www.digitaldialects.com/
News in Slow English	English	Grades 4+	https://newsinslowenglish.com/
News in Slow Spanish	Spanish	Grades 4+	https://newsinslowspanish.com/

Resources for ACCESS for ELLs

- [ACCESS for ELLs Assessment Information](#)

- [WIDA Florida Page](#)

- [ACCESS for ELL 2019 Data Overview](#)

- Working on providing answers to the questions about ELL exit criteria:

  - Questions about scoring completed ACCESS for ELLs assessments

  - Questions about exit criteria without ACCESS or FSA assessment scores

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English Language Development (ELD) Standards

ELD Standards accompany content standards to make the instruction comprehensible to ELLs.

ELD standards are designed to ensure that ELLs can communicate information, ideas and concepts necessary for academic success in the subject areas of:

- the language of Language Arts (ELD.K12.ELL.LA.1)

- the language of Mathematics (ELD.K12.ELL.MA.1)

- the language of Science (ELD.K12.ELL.SC.1)

- the language of Social Studies ((ELD.K12.ELL.SS.1)

- the language of Social and Instructional Purposes (ELD.K12.ELL.SI.1)

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Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

Level	Definitions
6 **Reaching**	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 **Bridging**	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 **Expanding**	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 **Developing**	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 **Beginning**	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 **Entering**	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Resources for ELL Professional Learning

- CPALMS
- SALA ESOL e-Learning
- WIDA Teaching with Standards
- WIDA Professional Learning

For the latest COVID-19 Updates

http://www.fldoe.org/em-response/index.stml

SALA Contacts Available
to Provide Technical Assistance Districts and Schools

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