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Module 1: Practice and Planning for English Learners Using the CELP Standards

General Educators, K-12

This session is designed as a Trainer of Trainers module for general educators, including classroom teachers in elementary & secondary, tutors, other para-educators, reading consultants, interventionists, instructional coaches, etc. The goal is that person attending the training would bring this information back to the district to deliver this training to the educators listed above.

Note to the presenter of the TOT: The person attending the training may be the ESL professional and may not need as much clarification or time spent on individual slides.

When delivering this module back in your district, you may want to consider what is your configuration for delivery of the this module.
Some logical breaks may include (Time is approximate in terms of how many participants and the length of discussion):
Slides 1- 8: 20 minutes
Slides 9- 14: 25- 35 minutes
Slides 15- 29: 80- 90 minutes ------------ Can be broken up by support (Language objectives 30 minutes, Visual supports 30 minutes, Opportunities for
                                        student discourse 20 minutes)
Slides 30- 34: 50-60 minutes

Slides 35- 40: 30 minutes (Choose one activity or a combination of the two activities, depending on the content area of teachers—can be extended to do both
for elementary teachers)
Slides 41- end: 45-60 minutes------ Can be repeated or extended for work in PLCs, data teams, staff meetings, etc.

In total, this would be appropriate for a session lasting approximately 5 hours, not including breaks

If you do need to break up the module, remember to go back to the norms and learning outcomes for each session you meet to deliver this professional learning module.
If you do have a longer session, include breaks after slides 14, 29, 40

Norms
Be an active participant:
Listen to understand
If you wonder, ask
Honor all voices; invite different perspectives
Share airtime

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Why is it important to be clear with expectations for English learners?

- ELs may have different cultural norms. E.g. a Hispanic student may look down at the floor when being disciplined, even if an American teacher typically expects students to look at the teacher when addressing a negative behavior.
- Students concepts of how to work collaboratively may be different in different countries or cultures. Different countries' education systems may not have the opportunities or expectations of group work like we do.
- Student behaviors might be stigmatizing—students who stand to respond to teacher questions, students who don't raise their hands, etc.

Learning Outcomes

- Become familiar with Connecticut English Language Proficiency (CELP) Standards

- Learn how to navigate the document

- Apply the document in planning

Who are my English Learners?

https://www.opposingviews.com/sites/default/files/featured_image/piece/15/02/textbookislam_featured.jpg

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- Identified by the district via a Home Language Survey done during registration that asks about language use at home-varies by district in terms of the exact questions
- Then the student is given a language assessment, if they meet the criteria set by the district to do so
- If the child is determined to be Limited English Proficient as determined by the assessment, he or she is an English Learner
- Student is assessed annually for language proficiency currently with LAS Links, even if parents decide to opt out of English Learner services

See the **Handout Questions to ask about my English Learners**

English Learners have diverse backgrounds and experiences that impact the rate at which they acquire English Language Proficiency (Socio-economic status of parents, educational background/experience, proficiency/literacy in the native language(s), personality, self-efficacy, cultural/familial expectations of education, different genders, government institutions, learning style. All influence the rate at which students acquire English. This does NOT however, limit their potential, only the rate at which they acquire English.
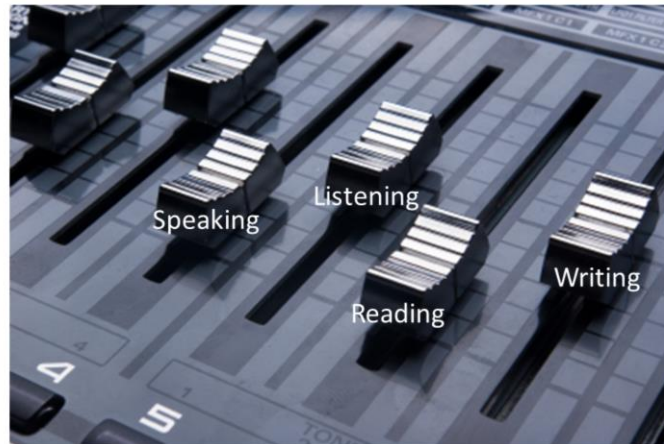
English language proficiency is based on the four modalities of language (speaking, listening, reading, writing) and expresses the degree to which individual learners have met the benchmarks for English Language use in the four modalities. Even after students have reached proficiency, they will always be English Learners, they may need explanation of complicated language structures or idiomatic/figurative language; they may be more aware of how English "works" as compared to their native English speaking peers.

Students may be more proficient in one area than another.

DISCLAIMER: Students are tested halfway through the year, and when they return in September, they will more than likely not be at these levels, so differentiate accordingly.

Whole group, facilitator models:

Ask teachers to think about a particular English Learner
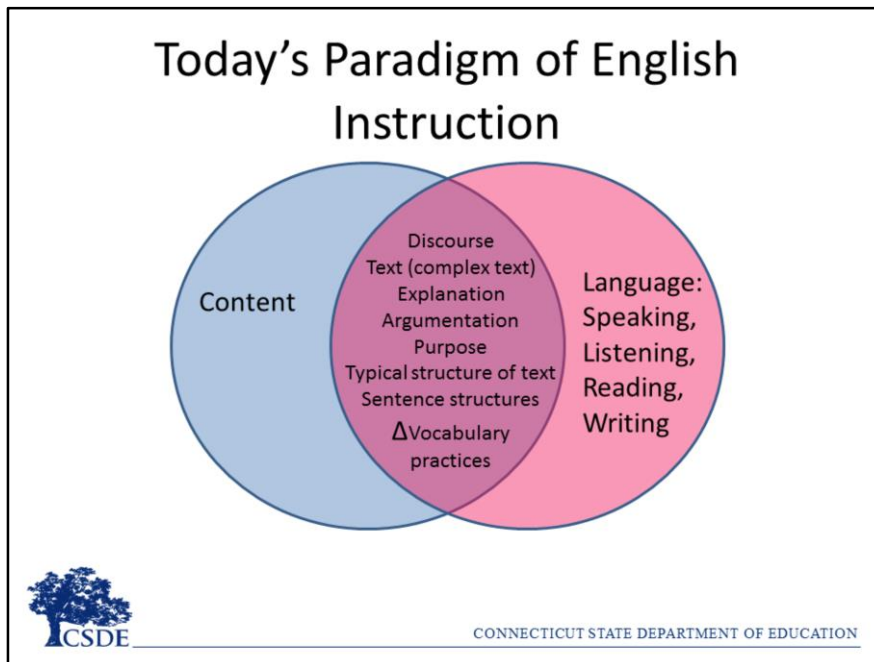What are their student's strengths and weaknesses in the four modalities?
Handout C LAS proficiency Descriptors and Sample student scores

Map the student onto a LAS proficiency descriptor.
LAS Scores tell us where the student is now, but not what potential they have to develop or at what rate. Students continue to progress if they have instruction aligned to their needs. They don't get stuck for very long, unless there is a deeper learning issue.

Individually complete and share.
Ask teachers to share (small groups/pairs, gallery walk, etc.)

Today's Paradigm of English Instruction

Content

Discourse
Text (complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
ΔVocabulary practices

Language: Speaking, Listening, Reading, Writing

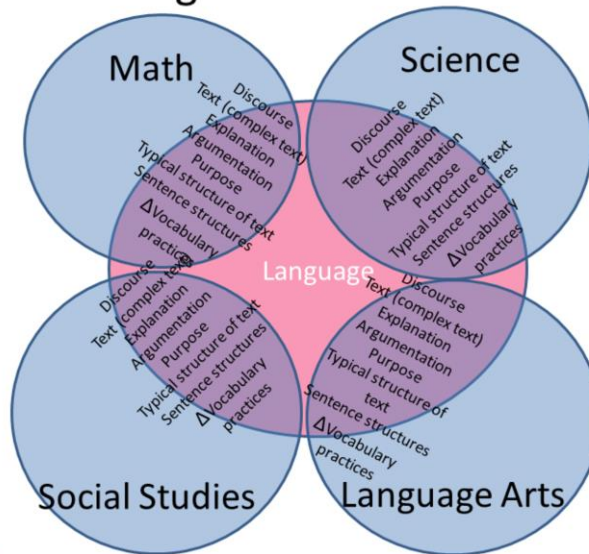CONNECTICUT STATE DEPARTMENT OF EDUCATION

Language is at the core of learning for everyone, but especially English Learners.

We move beyond the learning of discrete words to learning vocabulary practices-learning words in context, determining connotation and denotation, using linguistic supports (bilingual dictionaries, glossaries, human resources)

Grammar is more complex, too. Rather than merely memorizing the parts of speech, we also have examine and analyze sentence structure and discourse structure that is particular to different content areas. We must teach and provide sentence structure, AND teach an understanding of discourse structure as it particularly applies to different content areas.

This does not mean for certain students/groups of students we need to stop giving them direct English instruction in pull-out environments. However, students English instruction needs to be more closely tied to the language and content instruction being done in the classroom.

New Paradigm in the Content Areas

Now we have to embed that new learning within different content areas. While the language (the words, the structures) may be different among the different content areas, the act of using language remains essentially the same.

The CT State Dept of Education (CSDE) position statement outlines best practices for programs within districts in the state.
http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf
Section II- p. 3 and 4-5

Table discussion:
Remind readers to substitute "*CSDE ELL Framework*" for "CELP Standards." The CSDE ELL Framework is the previous document use to guide instruction of English Learners in the state that has since been replaced with the CELP Standards.

Note to presenter: Participants may bring up the systems and structures in their districts that present barriers to successful implementation of this vision. Remind participants to concentrate on what is within his or her locus of control.

How Can I Support My ELs?

- Know your ELs

- Plan your instruction to meet their needs

- Teach the language (vocabulary, structures, modes of communication) of the content area

https://themarryingtypedotcom.files.wordpress.com/2013/12/img_1117.jpg

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As we build capacity and nurture student skills we *should* see their ownership and independence increase in English. Providing a trellis does not hinder a plant, it helps the plant to expand and flourish. Providing language supports empowers students to achieve optimal success.

This is just the beginning of supports that teachers can do for their ELs. From there, teachers can begin to explore how content area, CCS, and practices correspond to the CELP standards, and how the CELP standards develop language necessary for success in content area courses. Module 2 will address how to begin to support ELs at different language proficiency levels.

Organization of the Document

- Introduction p. 1
- Guiding Principles p. 4
- **10 CELP Standards- p. 7**
- Proficiency Descriptors- p. 10
- Progressions- p. 39
- Correspondences to Content Standards and Practices- p. 67
- Glossary- p.249
- Linguistic Supports- p. 260
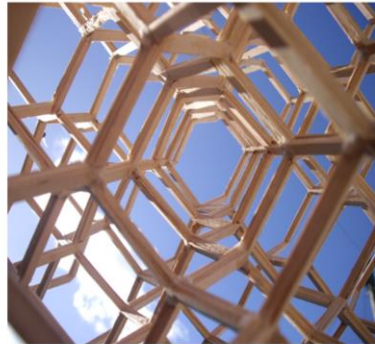
https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlite_framework.JPG

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These are the major sections or components of the CELP Standards. Each section serves a particular purpose, but the standards components are to ideally be used in concert to meet the academic and linguistic needs of English Learners. This is the organization of CELP Standards document. All of these components are meant to work in concert.

CSDE and TESOL professionals understand that general education teachers have a varied level of understanding of their ELs. As such, it was very important to the CELP Standards committee to embed supports for teachers to be able to learn strategies and approaches without being prescriptive. Not all ELs are the same, and therefore require different supports.

Presenter note: This slide is meant to help frame the presentation. Each component of the slide will be highlighted in orange for each section. Not all the components will be addressed in this presentation, but all will be addressed in the two modules.

Why do we *need* CELP Standards?

The CELP Standards, "highlight and amplify the *critical language, knowledge about language,* and *skills using language* that are in college-and-career-ready standards and that are necessary for English learners (ELs) to be successful in schools."

State of Connecticut Department of Education (2015). English Language Proficiency (CELP) Standards. p. 5.

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Mastery of literacy skills is a priority and a precondition to school success. Students move fully from "learning to read" to "reading to learn" in school and beyond in college and careers.

The complexity of content increases are students advance in grades.
Students are expected to:
- Learn to read
- Learn new words, facts, and ideas from reading
- Interpret, critique, and summarize the texts (all kinds of texts—oral, visual, numeric, written) they read

The CELP Standards

- What do you notice about the language of the standards?

- What looks familiar?

- What looks new?

- Why is there a bold line separating standards 1-7 from standards 8-10? How are those groups of standards different?

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	Speak and write about grade-appropriate complex literary and informational texts and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Refer to pg. 7 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) draft document.   CONNECTICUT STATE DEPARTMENT OF EDUCATION

p. 7 in CELP Standards Document

The CELP Standards language should be familiar because it echoes the language of the Common Core. At times math teachers struggle to see themselves and what their students do in their classrooms. When in Standard 1 it refers to informational texts, included within that definition are tables, graphs, diagrams, word problems, etc.

Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

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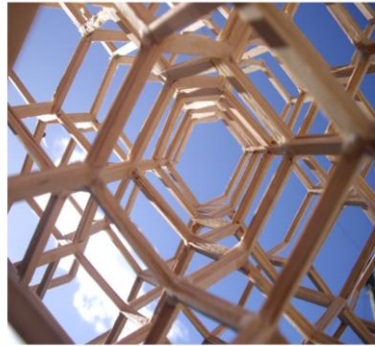
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The Guiding Principles were written by West Ed and Understanding Language initiative. They are the foundation upon which the Standards are based. They also incorporate the research-base for the Standards.

Guiding Principles- Four A's Protocol

- As a group, read one (or more) of the principles

- Decide:

  - What **Assumptions** does the author of the principle hold?

  - What do you **Agree** with in the principle? Or to what degree to you **Agree** with the principle?

  - What do you want to **Ask** about the principle?

 - What parts of the principle do you want to **Aspire** to in your teaching?

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Guiding Principles: **Page 4-5 CELP Standards**
Notes to presenter: Assign principles to groups so that all principles are discussed. The idea is for the group to have a general idea of the guiding principles. Focus on the idea that Guiding Principle #1 is first for a reason. Having the focus be the potential of ELs to have as much success as their native English speaking peers is crucial in understanding why students, with appropriate structured supports, can learn about imperialism, ratios, key vocabulary, and key conceptual understandings, etc. even with lower levels of English language proficiency. The supports need to wrap around from the ESL teacher/tutor to the classroom. We are going to address the different models of instruction and how to integrate the standards in module 2.

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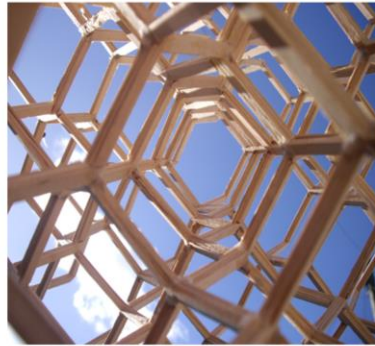
https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlite_framework.JPG

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How Do the Guiding Principles Align
with the CELP Standards?

http://varshadaswani.com/wp-content/uploads/2012/06/strategic+alignment.jpg

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While there are research-based linguistic supports that suggest how you may support your ELs, there is no one prescribed way of instructing ELs that is endorsed by CSDE. They are suggestions. So how do the supports align with the Standards? This next section describes how the Linguistic Supports are just one component of the CELP Standards. The supports alone do not provide enough information to the general educator as to what an EL is able to do according to his or her language level or within the content area.

CELP Proficiency Descriptors

- For each grade level band there are set of descriptors for each CELP Standard that explain to teachers and other service providers what an English Learner is able to do at the five proficiency levels.

- Refer to pgs. 10-38 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) draft document.

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p. 10-38 in the CELP Standards Document

Presenter note: Do not have participants look at the proficiency descriptors yet. They will be doing a sort with all of the descriptors in the next activity.

CELP Proficiency Descriptors

"This is a snapshot of what the proficiency descriptors look like. These are divided by grade level bands (K, 1, 2-3, 4-5, 6-8, 9-12). They describe what the EL is able to do at particular English Language Proficiency levels aligned to a particular CELP Standard.

Guide participants through reading the proficiency descriptors sample:
- The far left column indicated the grade level band, in this case grades 6-8. The number after the band indicates the CELP Standard number (in this case #1).
- The next column is the CELP Standard written out. This articulates the full CELP Standard.
- The descriptors describe what an English Learner can do by the end of each language proficiency level, from levels 1 to 5. Note while at this time there has been no study conducted on the correlation between CELP and LAS Links, ESL professionals and general educations need to use multiple sources of data, including LAS Links scores to articulate the proficiency levels of students in the four modalities and/or the CELP Standards.

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CELP Proficiency Descriptors Sort

- As a group, work on a particular standard.

- Sort the proficiency descriptors by grade level and English Language Proficiency level.

- Reflect with your group:

  - How did you decide to put the different descriptors with particular grade levels/ proficiency levels?

  - How did this help your understanding of what supports students need at different levels of English Language Proficiency?

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Presenter notes: : **Proficiency Descriptor Sort –There are two portions the frames and the individual cards. Print only relevant grade levels for the group. You must cut out the cards ahead of time.** Groups of 3-4 people. There are 8 grade-bands. Make enough copies so that there are no more than 3-4 people in a group. (a group of more than 24 people will need to have more than one set made up.)
If you have less time, you can adjust to use less cut-outs.

Share out thoughts/reflections on the process

Remind participants not to look at the proficiency descriptors portion of the CELP Standards until they finish. Remind participants to focus on the second reflection question. It is not so important to have every proficiency descriptor perfectly accurate. After finishing the sort, looking at the proficiency descriptors, what do the changes reflect from level 1 to level 5?
Hints for groups that may struggle: Levels 1 & 2 says "with prompting and supports" and Level 3 says "with guidance and supports" for all grade levels except Kindergarten

It is most helpful to print the cards on cardstock and laminate the proficiency descriptor sort, if possible. You must print these beforehand and focus on the grade level that you

are working with in district.

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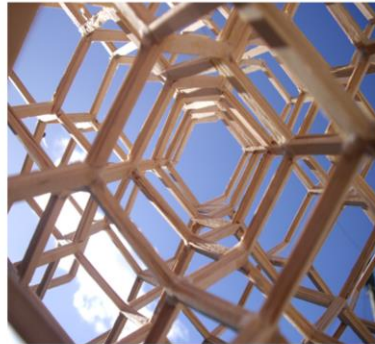
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How Do the CELP Standards Align with the Connecticut Core Standards and Content-Area Practices?

http://varshadaswani.com/wp-content/uploads/2012/06/strategic+alignment.jpg

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Correspondences to Connecticut Core Standards

- Each CELP Standard for each grade level has correspondences to content area practices and Connecticut Core Standards for English Language Arts and Literacy in the Content Areas.

- The CELP Standards describe how language is used to support students who are engaged in content aligned to Connecticut Core Standards.

- Refer to pgs. 71-238 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) draft document.

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The CELP Standards describe correspondences to the CCS and content-area practices. It is not a one-to-match. Just like in instruction using the Connecticut Core Standards, not every CCS Standard listed in the correspondence documents needs to be used in order for the teacher to use the CELP Standard to determine the abilities and needs of students participating in the classroom. The same goes for the fact that just because a content-area practice or CCS Standard has correspondences to multiple CELP Standards, the content of the lesson determines what standards are being used in the lesson, not the correspondence matrices.

Acronym key explains what a "practice" is. The practices for ELA and Social studies were developed differently than the others. Standards for Mathematical practice appear in the CCS. The science practices come from the NGSS science and engineering practices. For ELA, researchers at Stanford University conducted research to create standards of practice that are linked to the anchor standards. For the CT Inquiry Practices, the work was done in collaboration between the committee and the CSDE State consultant for social studies and come from the Inquiry Objectives from the CT Social Studies Frameworks. If you note the numbering on the Inquiry Practices, they may be combinations of multiple inquiry objectives and are therefore numbered as such.

Correspondence match activity- Knowing your content area practices, match what CELP Standards correspond to the content area practices

For the ELA practices, they are created specifically for the document. The language should be familiar to ELA teachers. They come from the ELA Anchor Standards from CCS. However, when thinking about individual standards, you may want to use the next slide as an option or additionally

Group teachers by their content area.
For the Science professionals- If they are not yet familiar with the NGSS Science and Engineering practices, it may be more challenging to complete this activity
For the Social Studies professionals, If they are not yet familiar with the CT SS Frameworks or the C3 Framework, it may be more challenging to complete this activity. For the social studies inquiry practices, the numbering aligns to the Inquiry Objectives from the CT SS Frameworks.

As an alternative for those who are not familiar with the NGSS and CT Social Studies Frameworks, see next slide. You may want to do a combination of the two activities, if you have math teachers, who will be much more likely to be familiar with the Standards for Mathematical Practice than they would have knowledge or understanding of the

Literacy in the Content Area standards from CCS.

Steps in the activity:
1. Participants discuss what CELP Standards correspond to the content area practices
2. Handout the matrix and talk about any discrepancies in the correspondences
3. How can this be helpful for planning and practice?

Correspondences to CCS

Grade 9-10 ELA Standards Matrix
Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Speak and write about grade-appropriate complex literary and					
	of written claims and support them with					
	and communicate findings to answer questions or solve p...					
6	Analyze and critique the arguments of others orally and in writing			8		
7	Adapt language choices to purpose, task, and audience when speaking and writing				6	6
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

CELP Standards

CCS Literacy in the Content Area Standards or ELA Standards

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

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Correspondence match to CCS ELA or Literacy in the Content area Standards.

Group teachers by grade level and with ELA CCS Standards or Literacy in the Content area CCS Standards.

Teachers determine what standards align to which CELP Standards for the grade level. While the correspondences work generally, not every lesson needs correspondences to all the correspondences listed on the chart.

Steps in the activity:
1. Participants determine what standards align to which CELP Standards for the grade level.
2. Handout the matrix completed from the CELP Standards document (relative to the appropriate grade level or ELA/Literacy in the Content Area correspondence matrix)
3. Handout the matrix and talk about any discrepancies in the correspondences
4. How can this be helpful for planning and practice?

ELA Correspondences to CELP Standards Sample

This slide shows how to read the document. The proficiency descriptors are exactly the same as those we already looked at. These are divided by grade level, as each one of the CCSs are slightly different depending on the grade level.

Acronym key helps participants be familiar with the acronyms listed, as well as the key on the side.

Steps in reading the correspondence pages:
1. From the top, here is the grade level CELP Standard on the first line
2. Then comes the proficiency descriptors that are identical to the proficiency descriptors in the beginning of the CELP Standards
3. Then there are correspondences to content area practices
4. Finally there are correspondences to CCS ELA Standards or Literacy in the Content Area Standards

For considering planning:
1. Use the correspondence matrix or practice matrix (previous slides) to determine which CELP Standards align to the lesson you've brought
    1. For teachers other than ELA in secondary, what literacy in the content area

standards correspond to the particular standards?

2. Identify which CELP Standards correspond to the particular lesson you've brought. (Not all CELP Standards listed in the correspondences will be used in every lesson).
3. Turn to the correspondence page for the appropriate grade level
4. Determine what CCS Standards and content area practices are applicable to the lesson
5. Identify what particular EL students are able to do as related to the CELP Standards

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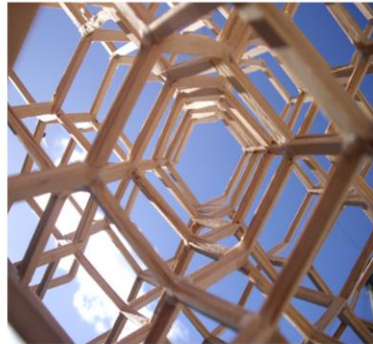
https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlite_framework.JPG

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p. 260 Linguistic Supports- Do not have participants reference the supports just yet. For trained ESL professionals, the linguistic supports will look very familiar in terms of best practices for ELs. The list is by no means exhaustive. The research-base for these linguistic supports are listed on the last page of this document. They describe what teachers/educators will do in order to support the language growth of English Learners in their classrooms.

Linguistic supports are organized by general supports for all ELs, by language proficiency level—not sorted by modality, and then by content areas—ELA, math, science, social studies, CTE, art, music, physical education, library media, resources for dually identified (EL/SPED) students and a small list of resources for ELs in the SRBI process.

In terms of the EL professional using these strategies to work with general educators or tutors, the hyperlinks provide videos, examples, resources, materials, definitions, and explanations of the approaches and strategies to meeting the needs of the ELs in the class. It would be advantageous for teams of teachers to explore those links together, especially those appropriate to particular learning needs of particular students.

While we will not be focusing on the content-area specific linguistic supports in this training, it may be helpful for ESL professionals to explore these links together with content area teachers to get a sense of what different fields of education express as needed to support ELs. However, many of the supports listed under each content area are general supports for ELs, so some consideration should be made for what is needed for particular proficiency levels of particular students and what they need when determining the best supports.

Linguistic Supports

- To support teachers and practitioners

- Hyperlinks to definitions, examples, and videos that explain the supports at various levels of language and in various content areas.

- Refer to pg. 260 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) document.

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Linguistic Supports CELP Standards p. 260
Direct group how to access the Linguistic Supports online.

Groups read one section of GENERAL linguistic supports and click on the hyperlinks (need digital version of the standards). We will look at the supports by language proficiency level in Module 2.

Discuss at table groups:

- What is the most important support listed?
- What linguistic supports encourage development in each one of the modalities (reading, writing, speaking, listening)?
- What looks like you are already doing in your classroom? What looks new and challenging for your practice?

What are the Linguistic Supports?

Some examples:

- Language Objectives

- Visual Supports

- Opportunities for Student-to-Student Discourse

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These are just a couple of the linguistic supports that support language growth for English Learners in the general education classroom. The research supports all of these linguistic supports. While linguistic supports are good practice for all students, they are NECESSARY for ELs to gain access to content. It is critical to select appropriate supports aligned to the needs of the students and language necessary to engage in the lesson with success, in order to gain understanding.

Why Language Objectives?

- Language is the key to access to grade-level content

- Language breaks the code to understanding concepts

- Defining the language expectations and the supports for ELs gives students access to the language **and** the content

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Language objectives are written in student-friendly language that describes what language skills and strategies students will employ when engaged in the content. Language is the vehicle with which students learn and communicate their understandings about content.

Content and Language Objectives

- **Content Objective**: What do students need to know and be able to do?

- **Language Objective**: What language is essential to the understanding the content?

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Even if your district is using Learning Targets and Success Criteria, it is not difficult to integrate "Language Targets" with the Learning Targets with the same logic. See the two samples in the two forms in the following slides.

Language Objective Sample

Content Standard	Content Objective	CELP Standard	Language Objective
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Students will be able to compare and contrast the themes of mysteries.	5.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses	- Students will be able to **orally** compare and contrast the *themes* of *mysteries* **read** previously in a small group **discussion** and **explain** how key details support the theme. - Students will be able to **write** a reflection of the **discussion** that explains their thinking about the similarities and differences of the *themes* and structures of the stories.

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See **Language Objectives Handout** for additional information. The Language Objectives describe what language is used, employing academic and content-specific vocabulary. This articulate what language a student will have to use. However, it does not address the differentiation that is needed based on the language level of students. That comes later in the presentation.

For the presenter: Essentially, if a teacher is using CELP Standard 2 in the lesson, the teacher would be able to see what students at different levels of language are able to do based on their language level.

Language Target Sample

Content Standard	Learning Target	CELP Standard	Language Target
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	I can compare and contrast the themes of mysteries.	5.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses	- I can **orally** compare and contrast the *themes* of *mysteries* I **read and discuss** and **explain** how key details support the theme. - I can **write** a reflection of the discussion that explains my thinking about the similarities and differences of the *themes* of the stories I read.

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See **Language Objectives Handout** for additional information. This is the same as the previous slide, just in the Learning Target and "Language Target" format.

Writing Language Objectives

Start with a content objective for a lesson.

1. Determine what vocabulary and grammatical structures are essential to the lesson or content objective.

2. Describe activities that students will DO in order to demonstrate what they KNOW about the vocabulary.

3. Utilize one or more of the language domains (speaking, listening, reading, and writing).

4. Align lesson activities to higher order thinking skills

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For the presenter: Have teachers bring in a lesson to practice writing objectives. Use the **Language Objectives handout** for examples and guides.

For the TOT sessions: Participants in the lesson can use the sample lesson descriptions,

Linguistic Supports to CELP Standards

- What CELP Standards align with the use of Language Objectives?

In this case, ALL of the CELP Standards align because, depending on the lesson, all modalities of language are used.

Using Visual Supports

- Pictures/ illustrations (to represent concrete and abstract ideas)
- Videos
- Models/diagrams
- Gestures
- Realia/ Authentic Examples
- Role playing
- Graphic organizers/ semi-linguistic representations (before, during, and after reading or viewing)

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Visual supports are a very powerful tool for bridging the language divide for ELs who often have understandings and are unable, at first, to communicate all the knowledge in the target language. They are tools for building vocabulary, activating or building background knowledge, building comprehension, and allowing ELs to communicate concepts that go beyond their current state of language proficiency in English. However, choosing the correct visuals becomes very important. Being cognizant of culture and other funds of knowledge an EL.

- Videos with too much dialogue can be confusing for ELs. Focus on videos with limited oral language or that have translation or a transcript. Don't be afraid to watch videos with the sound.
- Realia are authentic examples of a particular task (artifacts from a math world problem, artifacts from the setting of a story, etc.)
- Graphic organizers can be given to ELs before reading completely filled out and they are looking for evidence that supports the graphic organizers
- Especially when using visuals to support foundational reading skills (e.g. sounds, phonemes, etc.), make sure it is a picture ELs know in English

Note to presenter: Research-base
Cognitive load is the amount of mental resources necessary for information processing

(Adcock, 2000). Cognitive load theory maintains that working memory can deal with a limited amount of information and if its capacity is exceeded, the information is likely to be lost. According to Cooper (1998), working memory has a capacity of between four to ten elements depending on the student's existing schemas, which includes language and content. Extraneous cognitive load refers to how much demand is placed on working memory to learn the new material. The level of extraneous cognitive load may be modified through different modes of instruction, thus facilitating student learning. Visual learning tools such as graphic organizers can reduce the cognitive load and as a result, allow more of the working memory to attend to learning new material (Adcock, 2000). As a result, content can be addressed at more sophisticated and complex levels through the use of graphic organizers.

Create a Semi-Linguistic Representation

Semi-linguistic representations use a mix of language and images to represent an abstract concept.

Create a semi-linguistic representation of one of the 10 CELP Standards

The Moon as seen from Earth
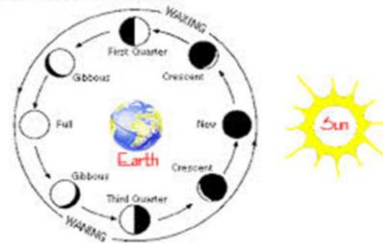
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Adapted from Marzano's non-linguistic representations—graphic organizers

Alternate activity: Participants can continue to use the same lesson they've brought/used to create a visual support for the individual lesson or work with one of the CELP Standards

Linguistic Supports to CELP Standards

- What CELP Standards align with the use of visual supports?

In this case, CELP Standards [1, 2, 3, 5, 8, 9] align because, depending on the lesson students would be both reading visual supports, building background knowledge through viewing visual supports, and creating their own visual supports to communicate information.

Opportunities and Supports for Student-to Student Discourse

English language learners in many classrooms are asked easier questions or no questions at all and thus rarely have to talk in the classroom.

Guan Eng Ho, D. (2005). Why do teachers ask the questions they ask? RELC, 36 (3), 297-310.

Hattie (2009) found that "There seems to be a universal agreement that cooperative learning is effective, especially when contrasted with competitive and individualistic learning."

Hattie, J. (2009). Visible learning. New York: Routledge.

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Opportunities and Supports for Student-to Student Discourse

- Consider an academic (small or whole group) conversation that your students will have.
  - What is the vocabulary they would need to use to be successful in the conversation?
  - What sentence frames do they need to be successful in the conversation?
  - What rules for conversation do students need to learn to be successful in the conversation?
  - How would you group students so they can be successful in the conversation?

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Participants can continue to work with the same lesson they have brought with them or talk in general about an upcoming conversation that they are expecting students to have in their classrooms. In the debrief of this discussion, discuss why these supports are necessary for ELs to gain access to content area concepts and skills.

Linguistic Supports to CELP Standards

- What CELP Standards align with the opportunities for student discourse?

In this case, CELP Standards [2, 3, 4, 5, 6, 7, 9] align because, depending on the lesson students would orally expressing a number of different contents, depending on the lesson.

Using CCS Correspondences in Planning for English Learners

- Choose a grade level and content area for your group

- Using a lesson plan for that grade and content area, determine what the ELs in the class can do and might need in terms of supports.

- Follow the instructions on your graphic organizer to plan what different level ELs may need to gain access to the content and the language.

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Materials
**Handout CELP Planning Graphic Organizer**
Practice Matrix
Grade Level correspondences charts CCS Standards to CELP Standards
Lesson plan for various grade levels/content areas depending on the audience. If possible, use lessons that teachers will actually be teaching in future lessons. It can be the same lesson plan teachers have been using throughout the day.

For the presenter: During this process teachers should look at the lesson plan for the grade level/content area:
- Determine what language is necessary to be successful for the lesson (both language objectives/ phrases/vocabulary/structures/constructs you want to see in student writing or hear in student speech)
- Determine the levels of what English Learners in the class are able to do in relation to their language level and cultural/linguistic assets students bring to the lesson.
- Determine what background knowledge or cultural understandings might students need to build ahead of the lesson
- Determine what visual supports or opportunities for student discourse might you include

- Determine how to make the lesson more engaging to the students- (hands-on, inquiry-based, flexible student groups, etc.) and what supports that may require (sentence frames, supported texts, native language peer buddies, bilingual dictionaries)
- Determine how you are assessing students and if that assessment allows students with ELP levels that are developing to show what they know.
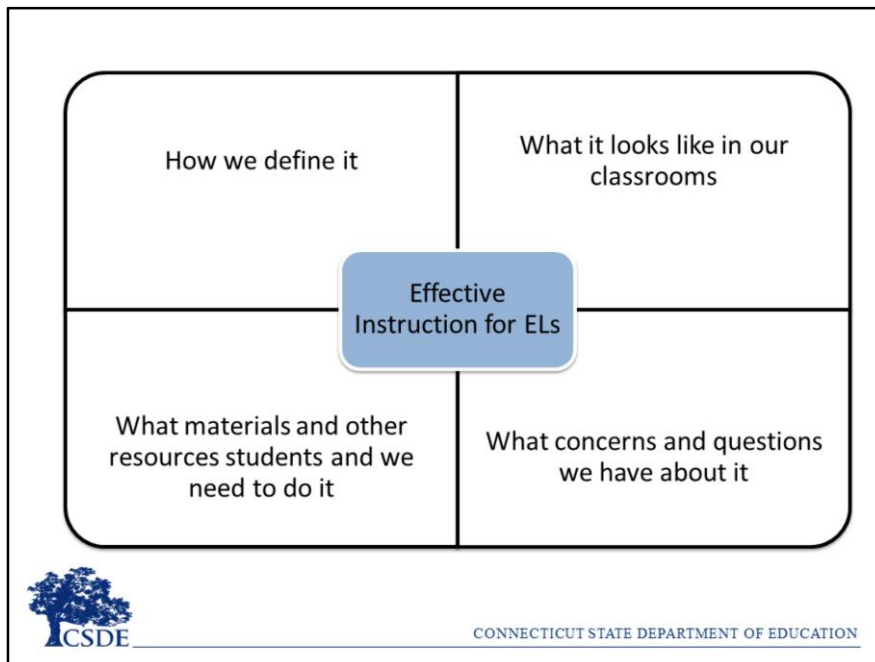
Together, ask them to brainstorm ways to think about each category. Ask to share ideas.

Questions that cannot be answered by the presenter should be directed to the State ESL and bilingual consultant or CELP Standards committee chair. See next slide for contact information. Also, if you work in a larger district, you may want to send your questions to your district supervisor/director/coordinator to send multiple inquiries to the state.

Thank You!

Feel free to contact us with questions.

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