



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Examining the CELP Standards and the Needs of English Learners **Planning and Differentiating Using the CELP Standards**

Online Module, K-12 Educators

Learning Outcomes

- Understand the diversity of English Learners and their needs
- Navigate the Connecticut English Language Proficiency (CELP) Standards document
- **Increase capacity to plan and differentiate for English Learners**



What are the responsibilities of educators in supporting ELs?

- Read the CT State Board of Education position statement about Effective English Learner Programs
- What does the state define as the responsibilities of different stakeholders?
- What are we already doing? Where are the gaps in practice?



A New Lens for Differentiation

Differentiating instruction is good for **all** learners...



http://www.firmoo.com/answer/tag_img/eye-exam-for-glasses-2.jpg

but

necessary
for English Learners.



How Can I Support ELs?



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

- Understand the needs of and obligations to ELs
- Plan instruction that builds access to curriculum
- Focus instruction on both language and content

Planning Process

**Determine Individual
Student Needs**

**Teach and
Progress
Monitor**



**Plan, using
appropriate
CELP and
content area
standards**

**Create supports appropriate
to English proficiency level**



<http://cdn.c.photoshelter.com/img-get2/10000dQTSifAXrdE/fit=1000x750/Gears-of-an-Old-Hay-Bailer.jpg>

Diversity of ELs

**Student with
Interrupted
Formal
Education**

Beginner

**Dually
Identified with
Special Needs**

Intermediate



Long-Term EL

Bilingual

Advanced

Newcomer

<https://currentissues-language-dialectdiversity.wikispaces.com/file/view/ell.jpg/174267121/ell.jpg>



CELP Standards Proficiency Descriptors

Grades 6–8 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communication and simple written texts retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the central idea or theme is supported by specific details summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text
6-8.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary present basic information respond verbally and nonverbally to simple questions and some wh-questions 	with prompting and supports, <ul style="list-style-type: none"> actively listen to others participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh-questions 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant 	with guidance and supports, <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence 	with guidance and supports, <ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific



Lesson Analysis

- What are the language modalities/domains will students use? What CELF Standards correspond?
- What texts are used in the lesson? Are they appropriate for the English Language Proficiency level of my students?
- What background knowledge or vocabulary might students need to fully comprehend the task?
- What supports might I need to provide for students to both understand the task and explain their thinking?



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Task Description

In a seventh grade classroom, students are learning about argumentation. In order to do so, the students will read several articles on graffiti to examine arguments about the intent and nature of graffiti; is it vandalism, art, or something else?

Students will trace a claim over the course of each text to determine if there is sufficient evidence to support the claim. (RI.7.8)



Identification of Modalities/Domains

In a seventh grade classroom, students are learning about argumentation. In order to do so, the students will **read** several articles on graffiti to **examine arguments** about the intent and nature of graffiti; is it vandalism, art, or something else?

Students will **trace a claim** over the course of each text to **determine if there is sufficient evidence** to support the claim. **(RI.7.8)**



Correspondences to CELF Standards

Students will **trace a claim** over the course of each text to **determine if there is sufficient evidence** to support the claim. (RI.7.8)

Grade 7 ELA Standards Matrix

Use the Grade 7 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELF Standard. Click on the CELF 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.

CELF Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
<u>1</u>	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	
<u>2</u>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	Speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	Conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	Analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	Adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3



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“Anyone who glorifies graffiti needs to answer one question: If your home were tagged during the night without your consent, would you welcome the new addition to your décor or would you immediately call a painter, if not the police?”

No institution that has celebrated graffiti in recent years — like the Museum of Contemporary Art in Los Angeles or the Museum of the City of New York — would allow its own premises to be defaced for even one minute. Graffiti is something that one celebrates, if one is juvenile enough to do so, when it shows up on someone else’s property but never on one’s own.”

McDonald, H. (2014). Graffiti is always vandalism. Room for debate. New York Times. Retrieved from <http://www.nytimes.com/roomfordebate/2014/07/11/when-does-graffiti-become-art/graffiti-is-always-vandalism>

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Linguistic Supports

Connecticut English Language Proficiency (CELP) Standards--Linguistic Supports

The research-based supports described here are linguistic supports for students of various levels of language proficiency. All English learners need linguistic supports in order to progress in their language proficiency. However, these supports vary by English proficiency level. These supports are to be used within the context of activities aligned with the standards.

Embedded hyperlinks: The links below offer videos, articles, and definitions of terms listed. While some videos may demonstrate the strategy for a particular grade level, the strategies themselves are meant to be used with all grade levels and in all content areas, depending on topic and content being studied.

Disclaimer: The links below do not reflect an endorsement of any company, institution, or instructional methodology, nor do they reflect an exhaustive list of resources. The links are meant only to provide an example or commonly accepted definition. The State of CT is not responsible for any broken or incorrect links. However, should there be any errors please contact the ELL and Bilingual office.

General Supports for All English Learners:

- Create a shared history through a collection of classroom experiences (e.g. [Language Experience Approach](#) or shared writing) for reference in future lessons
- Be cognizant of your rate of speech and enunciation and use of idioms (see glossary for definition) with students of different levels
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, [realia](#), graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: [word walls](#), [personal dictionaries](#), bilingual dictionaries/[glossaries](#), picture/[video](#) dictionaries, graphic organizers, [word cards with pictures](#), [word sorts](#), etc.
- Encourage the use of a personal wordlist/dictionary



Make a Plan

- What are the supports the English Learners in the classroom need to be successful on this task?
- How am I going to monitor student performance? What kind of feedback might I provide?
- How will I assess student performance?

Supports for English Learners in Lesson Planning

Content Standard(s)	Content Practice(s)	CELP Standard(s)

English Learners in the classroom
<ul style="list-style-type: none"> • English Language Proficiency Levels • Strengths and Areas for Development in the modality appropriate to the lesson (trends or by individual student)

Linguistic Supports	Description of supports that are particular to the English Learners in your classroom
Language objectives	
Vocabulary needed—include potential cognates	



Thank You!

Please visit the CSDE website
for more information.

www.sde.ct.gov/sde/EnglishLearners

