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 connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in math, science, ELA, social studies/history)
- Provide supplementary materials: graphs, models, realia, visuals, materials (link is a curriculum library of units with materials differentiated for ELs at various levels) at various English levels
- Gain an awareness of the differences and similarities between the native language and English (Also see Country Culture Cards)
- Explicitly teach grammar rules and structure in context
- Recast errors of form in a gentle way: (e.g. I eated breakfast. Teacher responds, "I ate breakfast, too. I ate toast. What did you eat?")
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Learn about the cultures and languages of your students.
- Provide content that is diverse and relevant to students and demonstrates a value for all cultures, languages, and multiple viewpoints
- Post content objectives _and_ language objectives
- Plan/adjust activities and supports that are specific to the language proficiency level of individual students

Linguistic Supports for Level 1 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Use one-step directions, with visual supports and gestures
- Speak slowly, in simple sentences, avoiding idiomatic expressions (see glossary)
- Teach key survival phrases
- Pair the student with a peer who speaks the same native language, being mindful that different dialects of the same language can cause some confusion
- Allow the use of native language
- Teach explicit phonemic and phonological awareness, concepts of print, and letter identification
- Make comparisons between the native language and English (Also see Country Culture Cards)
- Build background knowledge
- Provide multiple opportunities to repeat and practice language
- Provide multiple and varied opportunities for practice with pronunciation
- Use manipulatives, realia or models
- Provide opportunities for nonverbal responses: pointing, gestures (thumbs up/thumbs down, nodding/shaking head, raising hand, etc.), manipulating objects
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Rely heavily on visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide audio books or books with patterned sentence structure
- Provide texts in native language, if available
- Provide a linguistically supported, shortened, or alternate text
- Provide sentence starters/sentence frames
- Allow for dictation
- Provide opportunities to illustrate or draw diagrams and label components
- Provide word/phrase banks paired with visuals and multiple choice options
- Pre-teach key academic and content-specific vocabulary in small amounts, paired with visual supports
- Provide ample wait time/processing time and additional practice for key concepts and skills

Linguistic Supports for Level 2 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Use visuals or realia to support multi-step directions
- Teach explicit phonemic and phonetic awareness
- Reinforce concepts of print and letter identification (reteach, as necessary)
- Make comparisons between English and the native language
- Build background knowledge
- Explain idiomatic phrases (see glossary), collocations, and homonyms
- Provide multiple opportunities to repeat, practice, and revise language orally and in writing
- Provide multiple and varied opportunities for practice with pronunciation
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Use manipulatives, realia, or models
- Pre-teach all academic and content-specific vocabulary in small amounts, paired with visual supports
- Teach word families
- Teach cognates (see glossary)
- Provide multiple opportunities to practice vocabulary
- Provide a grade/content appropriate linguistically supported, shortened, native language, or alternate text
- Provide audio books, if available
- Provide word/phrase banks
- Provide shortened assignments with concise instructions, focused on key concepts with differentiated products/processes
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames
- Provide sentence starters/sentence frames and models (story/paragraph frames) for writing and speaking (Several examples of sentence frames in math, science, ELA, social studies/history)
- Allow drawing and/or use of native language for pre-writing
- Explicitly teach language patterns (form), structure, and grammar (function)
- Provide ample wait time/processing time and additional practice for key concepts and skills
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Allow for errors such as invented spelling, mispronunciation, or errors in syntax

Linguistic Supports for Level 3 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Reinforce phonemic and phonetic awareness (and reteach, as necessary)
- Make comparisons between English and the native language
- Build background knowledge
- Explain idiomatic phrases (see glossary), collocations, and homonyms
- Provide multiple opportunities to practice and revise language orally and in writing
- Provide multiple and varied opportunities for practice with more complex pronunciation (e.g. multisyllabic words)
- Provide multiple opportunities to develop fluency in speaking, reading aloud, and writing
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Use manipulatives or models
- Pre-teach academic and content-specific vocabulary, focusing on a few key words at a time
- Reinforce word families
- Teach cognates, prefixes, suffixes, and root words
- Provide multiple opportunities to practice vocabulary
- Provide a linguistically supported text or alternate text
- Provide texts in native language, if available
- Provide audio books, if necessary
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in math, science, ELA, social studies/history)
- Provide sentence starters/sentence frames and models for writing and speaking, including transitional words and phrases
- Explicitly teach language patterns, structure, and grammar
- Explicitly teach the writing process
- Explicitly teach register—a variety of language used for a particular purpose in a particular setting (i.e. teach students the difference between formal academic and informal social language and when to use them)
- Provide ample wait time/processing time
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together

Linguistic Supports for Level 4 & 5 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Provide ample opportunities to practice all modalities—speaking, listening, reading, and writing
- Provide targeted mini-lessons on editing, grammar, syntax, word choice, pronunciation, etc.
- Continue to develop background knowledge
- Encourage the use of a personal word list/dictionary
- Reinforce the use and understanding of idioms, cognates, prefixes, suffixes, and root words (reteach, as necessary)
- Use visual supports, especially graphic organizers, as needed
- Provide ample opportunities to practice the use of different registers
- Explicitly teach more complex grammatical structures
- Provide multiple opportunities to analyze language use (register, tone, dialect, and voice, etc.)
- Provide multiple opportunities for self-assessment and self-monitoring
- Teach content-specific literacy practices (e.g. corroboration and sourcing in history, constructing/deconstructing rhetorical frameworks in reading and writing, reading proofs in mathematics, etc.)

Additional Resources for English learners in English Language Arts Classrooms:

NCTE position on ELs http://www.ncte.org/governance/ELL

Teaching resources for ELs http://ell.stanford.edu/teaching_resources/ela

Video of essay structure lesson https://www.teachingchannel.org/videos/ell-essay-structure-lesson

Video series for supporting ELs https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/

Video of writing lesson https://www.teachingchannel.org/videos/jumpstart-student-writing

Strategies with video links https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/

Foundational reading skills http://www.fcrr.org/for-educators/sca.asp

Text dependent questions for ELs http://www.dsfconsulting.net/creating-text-dependent-questions-ells-examples-second-grade/

Common Core shifts and ELs http://www.colorincolorado.org/article/51433/

Language Arts Resources Continued

Application of CCSS and ELs http://www.corestandards.org/assets/application-for-english-learners.pdf

Reading instruction and ELs http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction

Strategies for middle school http://www.northeastcompcenter.org/common-core-ela-and-english-language-learners-instructional-strategies-for-middle-school-teachers/

Links to websites that support literacy instruction for ELs http://larryferlazzo.edublogs.org/2008/01/26/the-best-websites-for-intermediate-readers/

Reading comprehension strategies for ELs http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx

Additional Resources for English Learners in Mathematics Classrooms:

NCTM position statement on ELs http://www.nctm.org/ELLMathematics/

Teaching resources with units for ELs http://ell.stanford.edu/teaching_resources/math

Instructional supports with lesson ideas for the middle grades with Spanish translation of tasks http://mathandlanguage.edc.org/mathematics-tasks

Teaching for Equity and Excellence in Mathematics journal from TODOS: Mathematics for ALL http://www.todos-math.org/teem

Instructional supports for ELs in math http://www.colorincolorado.org/article/30570/

Strategies to support ELs in math http://www.scholastic.com/teachers/article/10-ways-help-ells-succeed-math

Background and strategies for ELs in mathematics
http://steinhardt.nyu.edu/scmsAdmin/uploads/004/738/NYU_PTE_Math_Module_For_ELLS_Oct_8_2009.pdf

Teaching math to ELs http://txcc.sedl.org/events/previous/092806/8ExplorStrats/mell-teacher-guide.pdf

Strategies to support ELs in math http://inservice.ascd.org/four-sure-fire-math-strategies-for-ells/

Links to websites to support ELs in math http://larryferlazzo.edublogs.org/2007/12/25/the-best-math-sites-for-english-language-learners-2007/

Judit Moschkovich on Common Core Math and ELs https://www.youtube.com/watch?v=gUfpnIbq4TA

Math Resources Continued

Teaching elementary math to ELs http://teachelemmath.weebly.com/english-language-learners.html

Washington Association for Bilingual Education Math for ELs http://wabewa.org/math-for-ells

Resources for teaching math to ELs http://www.dsfconsulting.net/resources-teaching-ccss-mathematics-ells/

Math vocabulary cards http://www.graniteschools.org/mathvocabulary/

Additional Resources for English Learners in Science Classrooms:

NSTA position statement on ELs http://www.nsta.org/about/positions/ell.aspx

Teaching resources for ELs in science http://ell.stanford.edu/content/science

Science vocabulary for ELs http://www.cal.org/create/publications/briefs/improving-science-and-vocabulary-learning-of-english-language-learners.html

Strategies for teaching science to ELs http://www.csun.edu/science/ref/language/teaching-ell.html

Video of high school science lesson with visual supports https://www.teachingchannel.org/videos/teach-boyles-law

Language demands of NGSS and ELs http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf

Science lessons and strategies for ELs http://larryferlazzo.com/eslscience.html

Making Science Accessible to English Learners: A Guidebook for Teachers, Grades 6-12: Chapter 1—Teaching Science
http://www.wested.org/online_pubs/Carr_Science_chapter1.pdf

Opportunities and Challenges for ELs in Science http://www.colorincolorado.org/article/61273/

Strategies to support ELs in Science http://www.amnh.org/learn-teach/english-language-learners/esl-strategies-to-construct-science-learning

Okhee Lee on Science, NGSS, and ELs https://www.youtube.com/watch?v=z19luxxIE7M

Links to websites to support ELs in science http://larryferlazzo.edublogs.org/2007/12/24/the-best-science-websites-for-students-teachers-2007/

Additional Resources for English Learners in Social Studies Classrooms:

NCSS article about challenges of teaching ELs in social studies classrooms
http://www.socialstudies.org/system/files/publications/se/5801/580112.html

Historical Scene Investigations http://www.hsionline.org/

Links to websites to support ELs in social studies http://larryferlazzo.edublogs.org/2007/12/23/the-best-social-studies-websites-2007/

Links to websites to support learning geography for ELs http://larryferlazzo.edublogs.org/2008/03/07/the-best-websites-for-learning-teaching-geography/

Background and strategies for ELs in social studies
http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_ELLS_Oct2009.pdf

Supporting ELs in social studies http://www.colorincolorado.org/article/35950/

Using visuals to support ELs in social studies http://www.socstrpr.org/wp-content/uploads/2013/01/06465_no7.pdf

Strategies to support ELs in social studies http://www.azed.gov/english-language-learners/files/2011/11/english-language-development-strategies-in-social-studies.pdf

Supported lessons and strategies to support ELs in social studies classes http://teachinghistory.org/teaching-materials/english-language-learners/

Additional Resources for English Learners in Special Education:

SPED EL handbook http://www.capellct.org/documents/SPEDresourceguideupdated6-23-11-ABSOLUTEFINAL.pdf

Materials and resources to support ELs in SPED programs http://www.colorincolorado.org/educators/special_education/

Video of supported lesson for ELs in SPED https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty

Differentiating Instruction for SPED ELs http://www.amnh.org/learn-teach/english-language-learners/differentiating-instruction-for-special-education-ell-students

Consdierations before evaluation of a student http://www.misd.net/bilingual/ellsandspedcal.pdf

Resources http://www.nea.org/assets/docs/HE/mf_hispanicfocus07.pdf

Resources for ELs in SPED Continued

Evaluation of ELs with special needs
http://www.edweek.org/ew/articles/2012/08/29/02ell_ep.h32.html?qs=evaluation+of+English+learners+with+special+needs

Myths and Facts http://www.education.com/reference/article/special-education-ell-myths-facts/

Culturally Competent Assessment of ELs for services
http://www.nasponline.org/publications/cq/pdf/V38N7_CulturallyCompetentAssessment.pdf

Determining referrals http://www.dcsig.org/files/DeterminingAppropriateReferralsOfEnglishLanguageLearnersToSpecialEducation.pdf

Online resources http://ellsped.org/

Additional Resources for English Learners in Art, Music, Physical Education, Library, and CTE Classrooms:

Best practices for ELs in CTE courses http://ctsp.tamu.edu/instructional-videos/ELLs/

Teaching art to ELs http://www.artteacherwithheart.com/on-teaching-art-to-english-learners.html

ELs in physical education http://ijbssnet.com/journals/Vol_4_No_14_November_2013/13.pdf

Recommendations for teachers of ELs in physical education http://www.ellteacherpros.com/recommendations/physical-education/

Teaching ELs in music courses http://www.nafme.org/english-language-learners-in-music-class/

Supporting ELs in the library http://www.colorincolorado.org/article/33008/

Supporting ELs in the library http://www.schoollibrarymonthly.com/articles/Adams2010-v27n1p50.html

SRBI and English Learners:

SRBI and ELs Handbook http://capellct.org/documents/CAPELLSRBI-ELLHandbook-June2012_000.pdf

Video supporting ELs http://www.rti4success.org/video/what-should-educators-take-consideration-when-instructing-english-language-learners

CT State BOE Position Statement on high-quality programs for ELs http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf

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      of Teachers of Mathematics.

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      Journal of adolescent & adult literacy. 55(2). 100-109.

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Robertson, K. (2009). Supporting ELLs in the mainstream classroom: Language tips. Retrieved from
      http://www.colorincolorado.org/article/33047/