



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

General Educators, K-12

# Norms

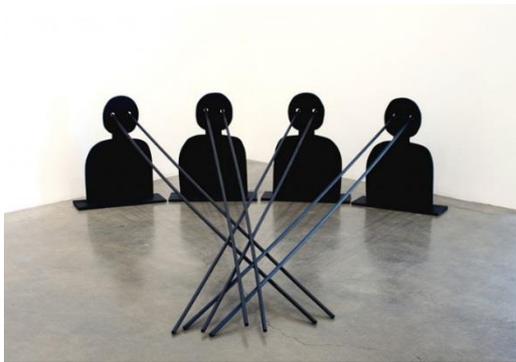
Be an active participant:



Listen to understand



If you wonder, ask



Honor all voices;  
invite different perspectives



Share airtime

# Learning Outcomes

- Become familiar with Connecticut English Language Proficiency (CELP) Standards
- Learn how to navigate the document
- Apply the document in planning



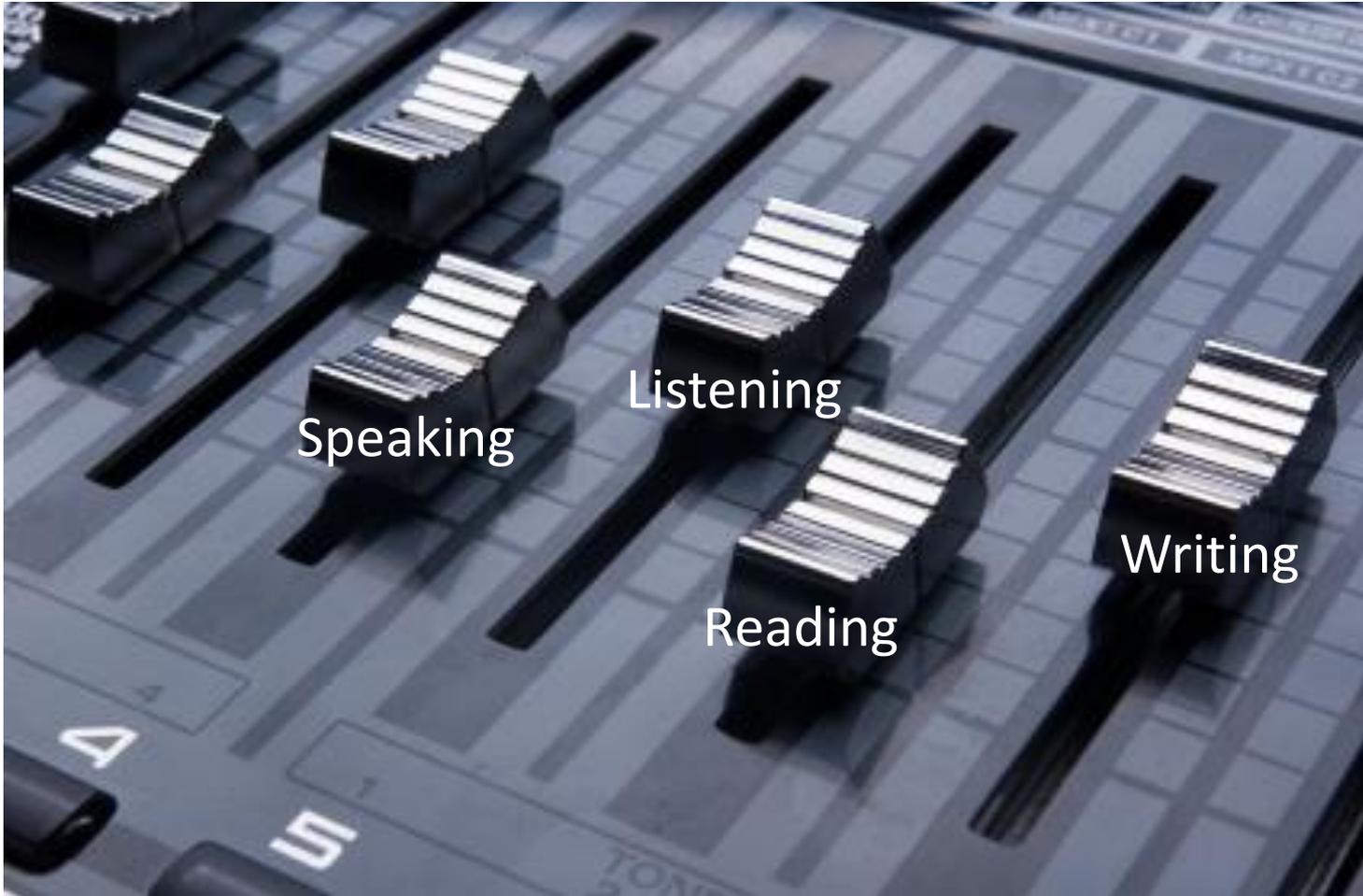
# Who are my English Learners?



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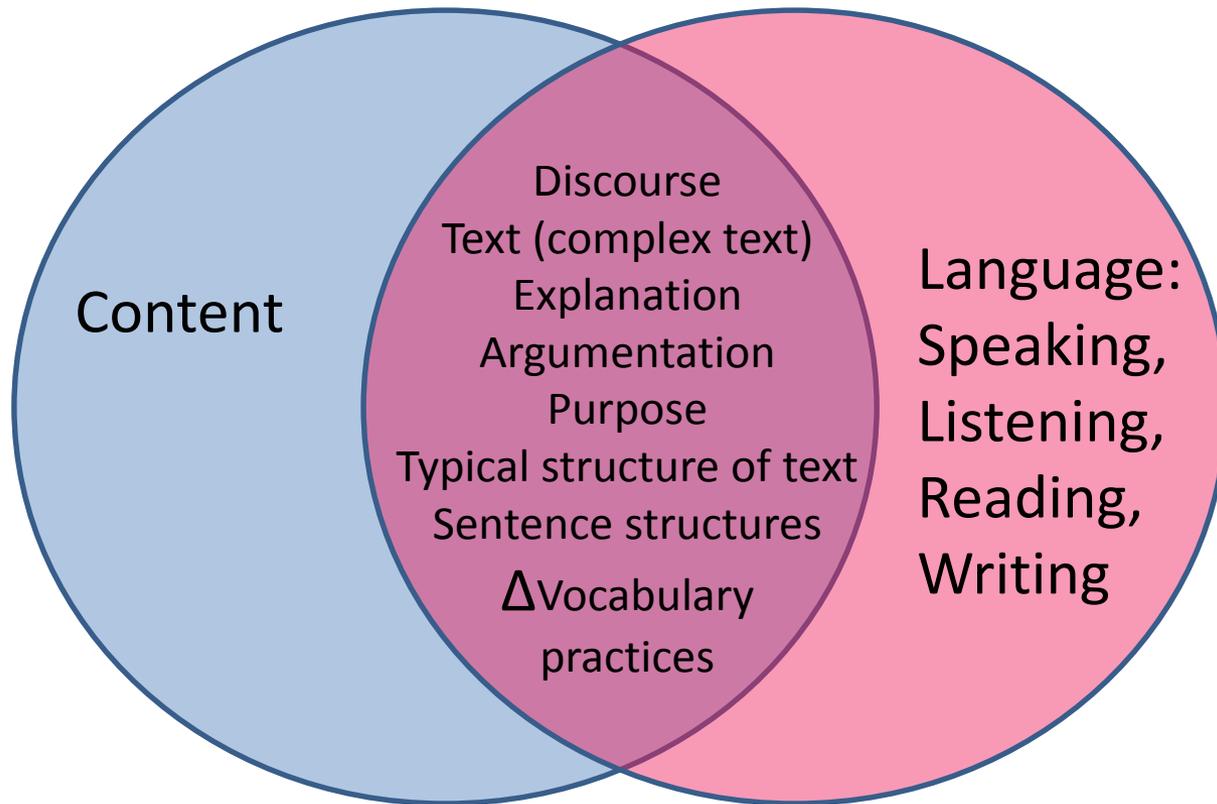
# What is English Language Proficiency?



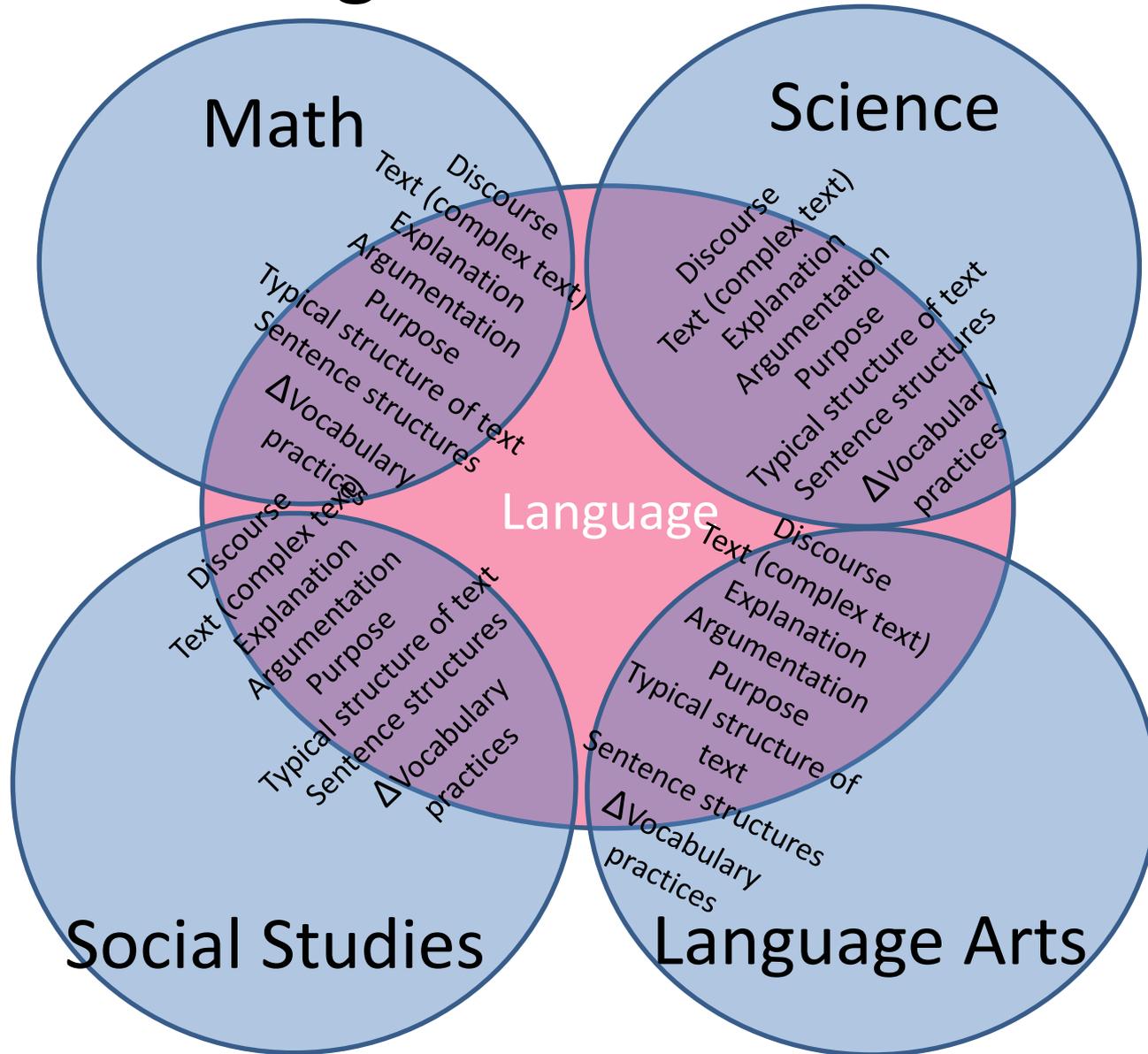
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# Today's Paradigm of English Instruction



# New Paradigm in the Content Areas



# What are the responsibilities of general educators?

- Read the CSDE position statement about Effective English Learner Programs
- What does the state define as the responsibilities of ESL Teachers and General Educators?
- What am I already doing? Where are the gaps in my practice?



# How Can I Support My ELs?

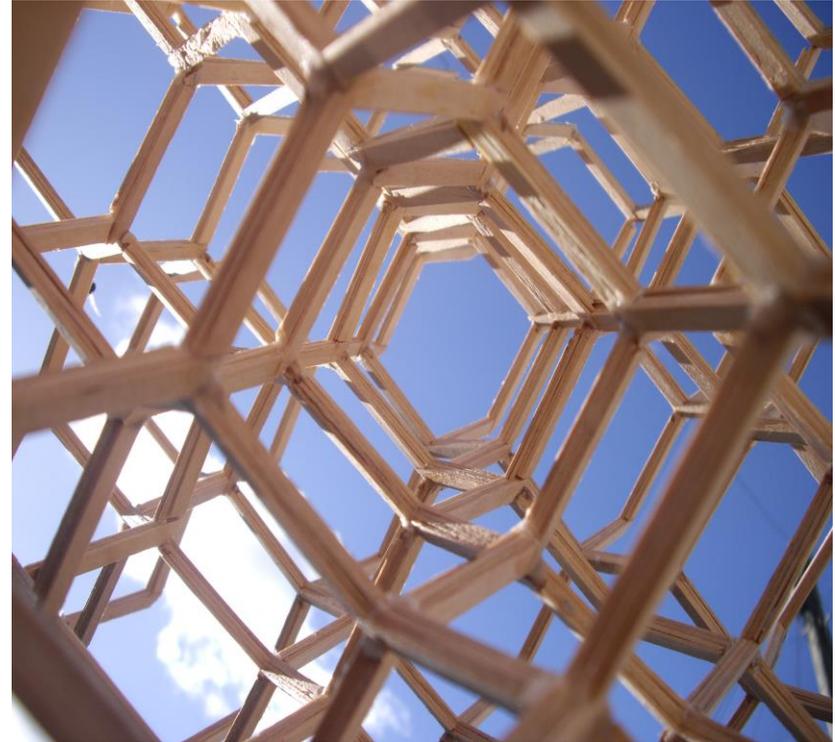


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- Know your ELs
- Plan your instruction to meet their needs
- Teach the language (vocabulary, structures, modes of communication) of the content area

# 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



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# 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.*



# 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



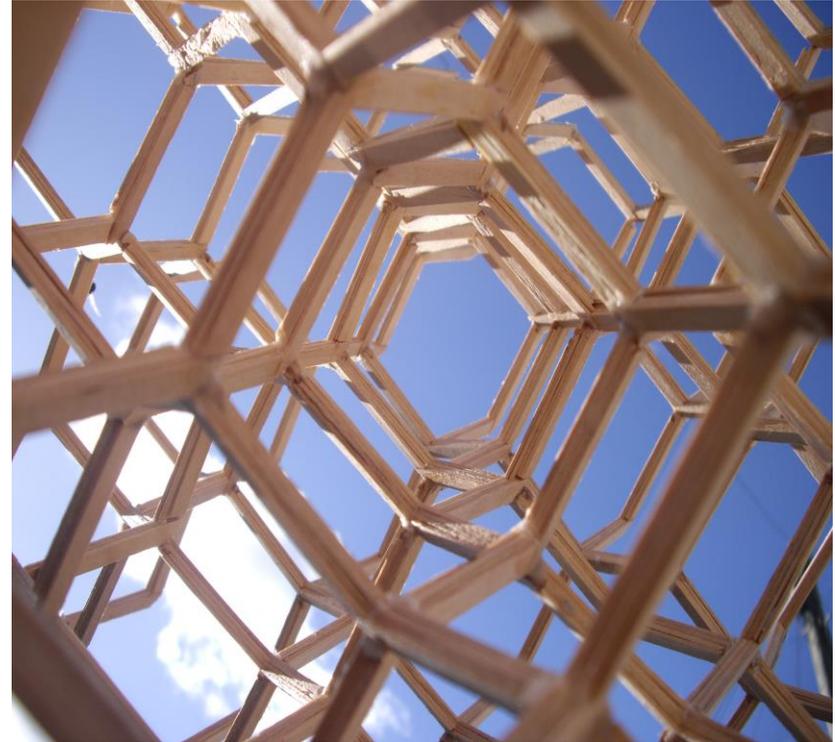
Refer to pg. 7 in the *State of Connecticut English Language Proficiency (CELP)*

*Standards* (2015) draft document.

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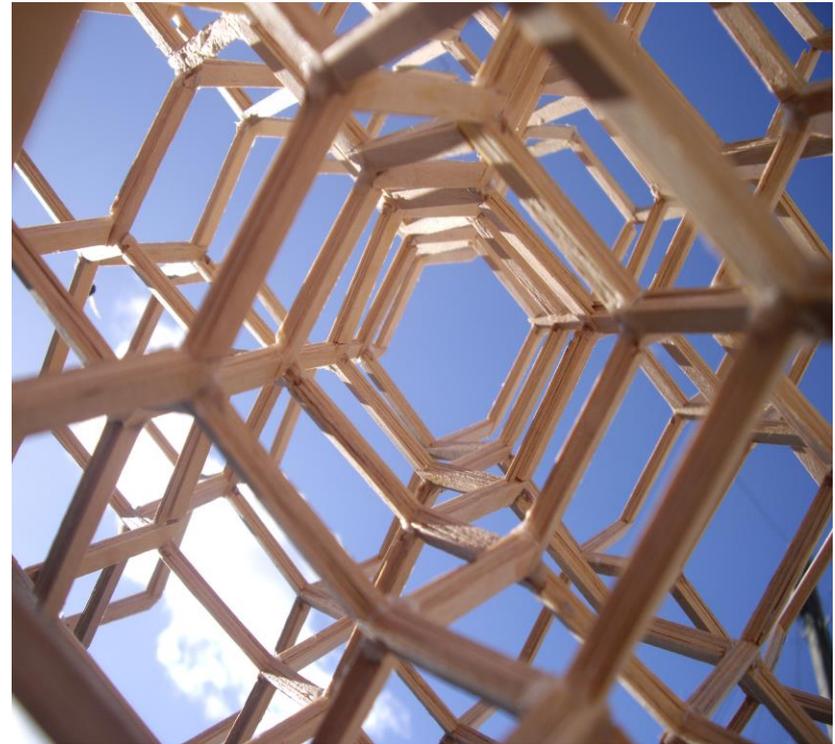
# Guiding Principles- Four A's Protocol

- 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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# How Do the Guiding Principles Align with the CELP Standards?



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# 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.



# CELP Proficiency Descriptors

## CELP Proficiency Standard

Grade level band and ELP Standard number

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
		<ul style="list-style-type: none"> <li>identify a few key words</li> </ul>	<ul style="list-style-type: none"> <li>identify the main topic in</li> </ul>	<ul style="list-style-type: none"> <li>determine the central</li> </ul>	<ul style="list-style-type: none"> <li>determine two or more</li> </ul>	<ul style="list-style-type: none"> <li>determine central ideas</li> </ul>
				<ul style="list-style-type: none"> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	<ul style="list-style-type: none"> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul style="list-style-type: none"> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>

**Proficiency descriptors at 5 levels of language from lowest (1) to highest (5)**



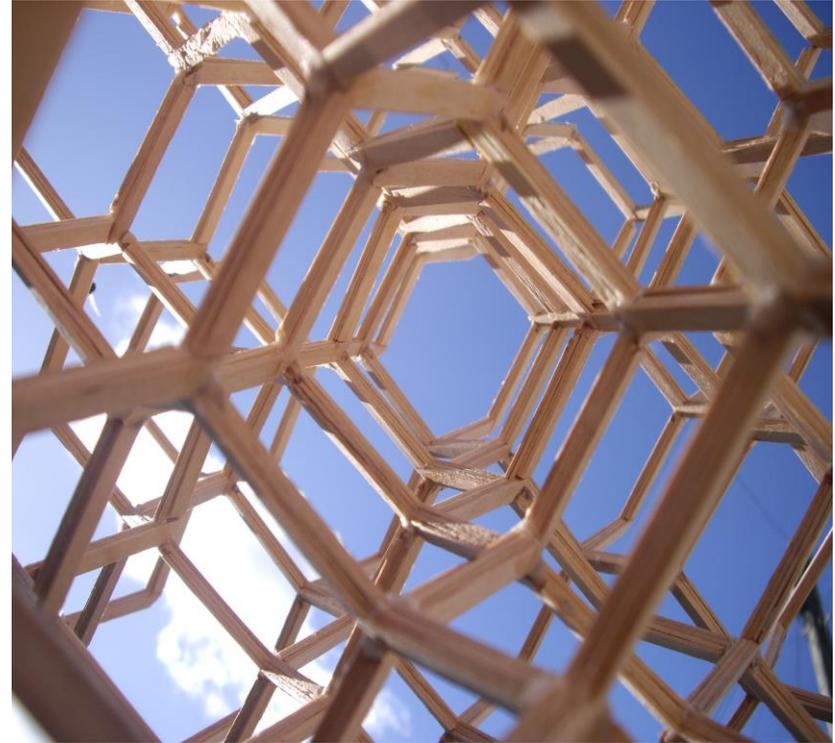
# CELP Proficiency Descriptors Sort

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



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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.



# Correspondences to CCS

## K-12 Practices Matrix

Use the K-12 Practices Matrix to identify a practice and its corresponding ELP Standard.

Practices	ELP Standards									
	1	2	3	4	5	6	7	8	9	10
<b>ELA "Practices"</b>										
EP1. Support and analyze a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Analyze and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Gather relevant information through research by integrating, evaluating, and synthesizing data from multiple print and digital sources, including print and digital texts.	EP4				EP4	EP4				
EP5. Present information, ideas, and issues clearly and logically, supporting conclusions and claims with relevant data and resources and articulate his or her own when working with others.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English language resources to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
<b>Mathematical Practices (MP)</b>										
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
<b>Science Practices (SP)</b>										
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8								

**Content area practices**

**Correspondences to CELP Standards**

While engaged in content area 'practices,' ELs will be using English in these ways within these particular CELP standards



<sup>7</sup> While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

# Correspondences to CCS

## Grade 9-10 ELA Standards Matrix

Use the Grade 9-10 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
<a href="#">1</a>	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	
<a href="#">2</a>	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<a href="#">3</a>	Speak and write about grade-appropriate complex literary and informational texts				4	
<a href="#">4</a>	Write informative/explanatory texts and written claims and support them with relevant evidence					
<a href="#">5</a>	Present information and communicate findings to answer questions or solve problems					
<a href="#">6</a>	Analyze and critique the arguments of others orally and in writing		8			
<a href="#">7</a>	Adapt language choices to purpose, task, and audience when speaking and writing				6	6
<a href="#">8</a>	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<a href="#">9</a>	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<a href="#">10</a>	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		



# ELA Correspondences to CELP Standards Sample



## CELP Standard by grade band

### Grade 6: Standard 1 (w/ELA Correspondences)

ELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
<ul style="list-style-type: none"> <li>identify key words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>identify the main topic in oral</li> </ul>	<ul style="list-style-type: none"> <li>determine the central idea or</li> </ul>	<ul style="list-style-type: none"> <li>determine two or more central</li> </ul>	<ul style="list-style-type: none"> <li>determine central ideas or themes in oral presentations or</li> </ul>
			<ul style="list-style-type: none"> <li>summarize a simple text.</li> </ul>	
when engaging in one or more of the following content-specific practices:				
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.		
MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.		
when engaging in tasks aligned with the following Grade 6 CCS ELA Standards:				
<b>Literature</b> RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<b>Informational Text</b> RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				

Language proficiency descriptors--specific to CELP standard

Content area practices

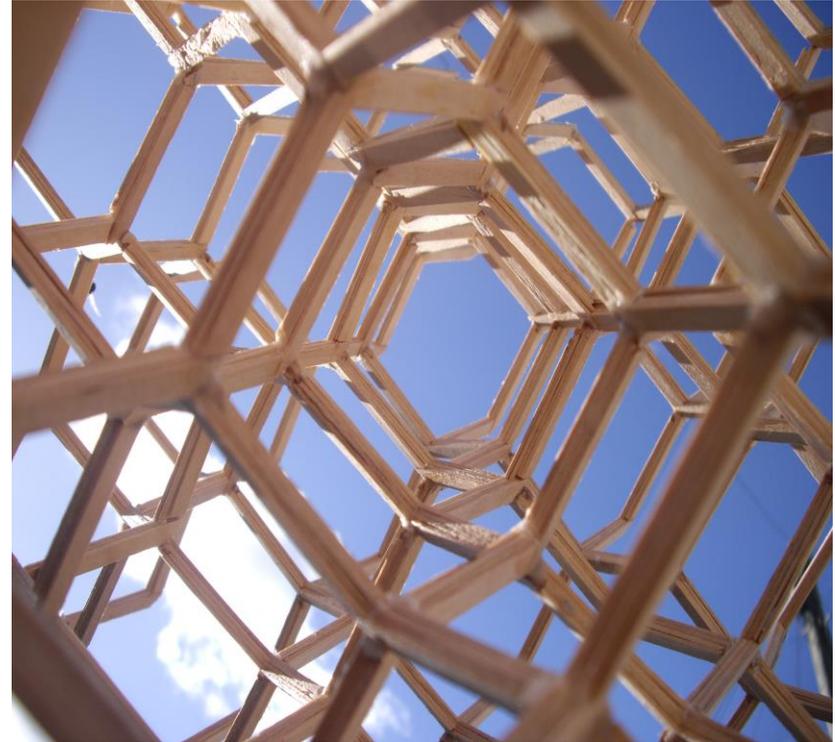
CCS Grade level standards

RI Read/Informational Text  
 RI Read/Expository  
 W Writing  
 SA Speaking and Listening  
 L Language  
 EL English Language arts practice  
 AP Math practice  
 SP Science Practice  
 In/CT Social Studies Inquiry Practice



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• **Linguistic Supports- p. 260**

# 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.



# What are the Linguistic Supports?

Some examples:

- Language Objectives
- Visual Supports
- Opportunities for Student-to-Student Discourse



# 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



# 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?



# Language Objective Sample

Content Standard	Content Objective	CELP Standard	Language Objective
<a href="#">CCSS.ELA-LITERACY.RL.5.9</a> 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	<ul style="list-style-type: none"> <li>- Students will be able to <b>orally</b> <u>compare and contrast</u> the <i>themes of mysteries</i> <b>read</b> previously in a small group <b>discussion</b> and <b>explain</b> how key details <u>support</u> the theme.</li> <li>- Students will be able to <b>write</b> a <u>reflection</u> of the <b>discussion</b> that <u>explains</u> their thinking about the <u>similarities and differences</u> of the <i>themes</i> and <u>structures</u> of the stories.</li> </ul>

# Language Target Sample

Content Standard	Learning Target	CELP Standard	Language Target
<p><a href="#">CCSS.ELA-LITERACY.RL.5.9</a> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>I can compare and contrast the themes of mysteries.</p>	<p>5.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses</p>	<ul style="list-style-type: none"> <li>- I can <b>orally</b> <u>compare and contrast</u> the <i>themes</i> of <i>mysteries</i> I <b>read and discuss</b> and <b>explain</b> how key details <u>support</u> the theme.</li> <li>- I can <b>write</b> a <u>reflection</u> of the discussion that <u>explains</u> my thinking about the <u>similarities and differences</u> of the <i>themes</i> of the stories I read.</li> </ul>

# 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



# Linguistic Supports to CELP Standards

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

# 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)



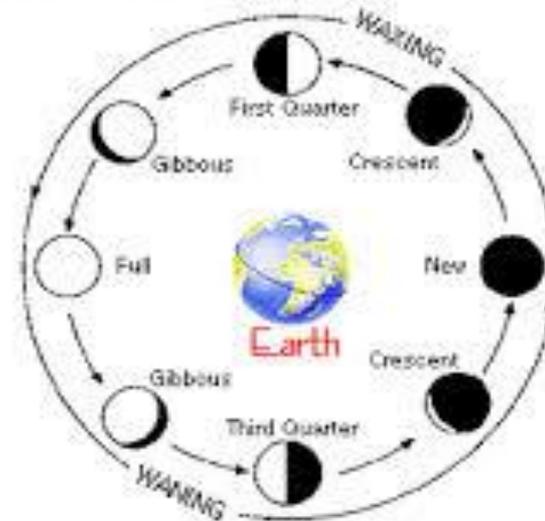
[http://www.firmoo.com/answer/tag\\_img/eye-exam-for-glasses-2.jpg](http://www.firmoo.com/answer/tag_img/eye-exam-for-glasses-2.jpg)

# 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



# Linguistic Supports to CELF Standards

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

# 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.



# 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?



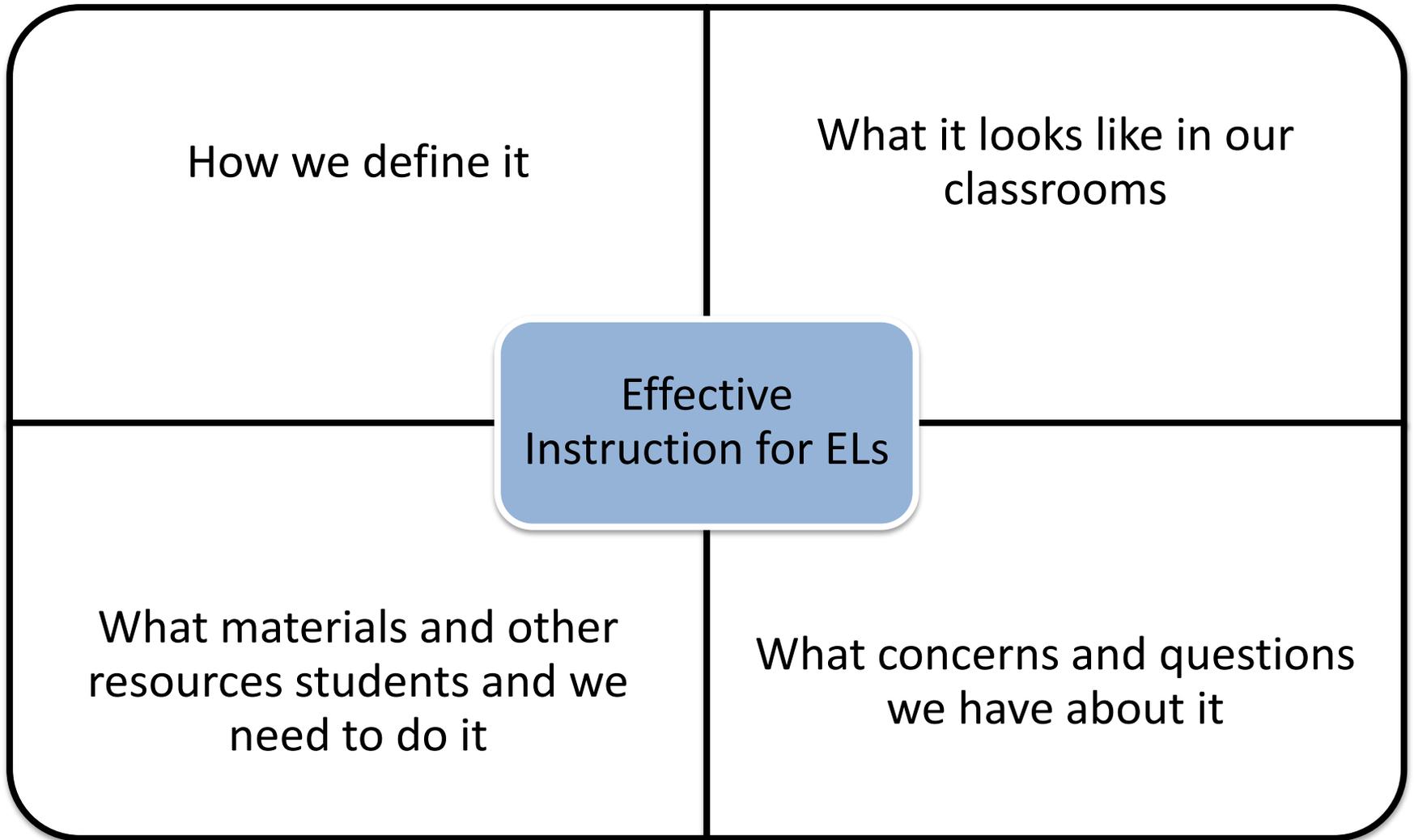
# Linguistic Supports to CELP Standards

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

# 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.





# Questions



<http://www.germin8.com/wp-content/uploads/2015/02/faqs.png>

# Thank You!

Feel free to contact us with questions.

Megan Alubicki Flick

ESL/Bilingual Consultant, CSDE

[megan.alubicki@ct.gov](mailto:megan.alubicki@ct.gov)

860.713.6786

Maggie Stevens Lopez

Education Specialist, ACES

[mstevens@aces.org](mailto:mstevens@aces.org)

203.407.4446

