



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Module 2: Planning and Instruction Using the CELP Standards

ESL Service Providers, K-12

Today's Norms

- Listen to understand
- If you wonder, ask
- Support one another's learning
- Honor all voices; invite different perspectives
- Share airtime
- _____



Learning Outcomes

- Increased familiarity with The Connecticut English Language Proficiency (CELP) Standards
- Ability to apply the CELP Standards to practice
- Increased capacity to collaborate with general education teachers to meet the needs of ELs



Planning Process

**Determine Individual
Student Needs**



**Teach and
Progress
Monitor**

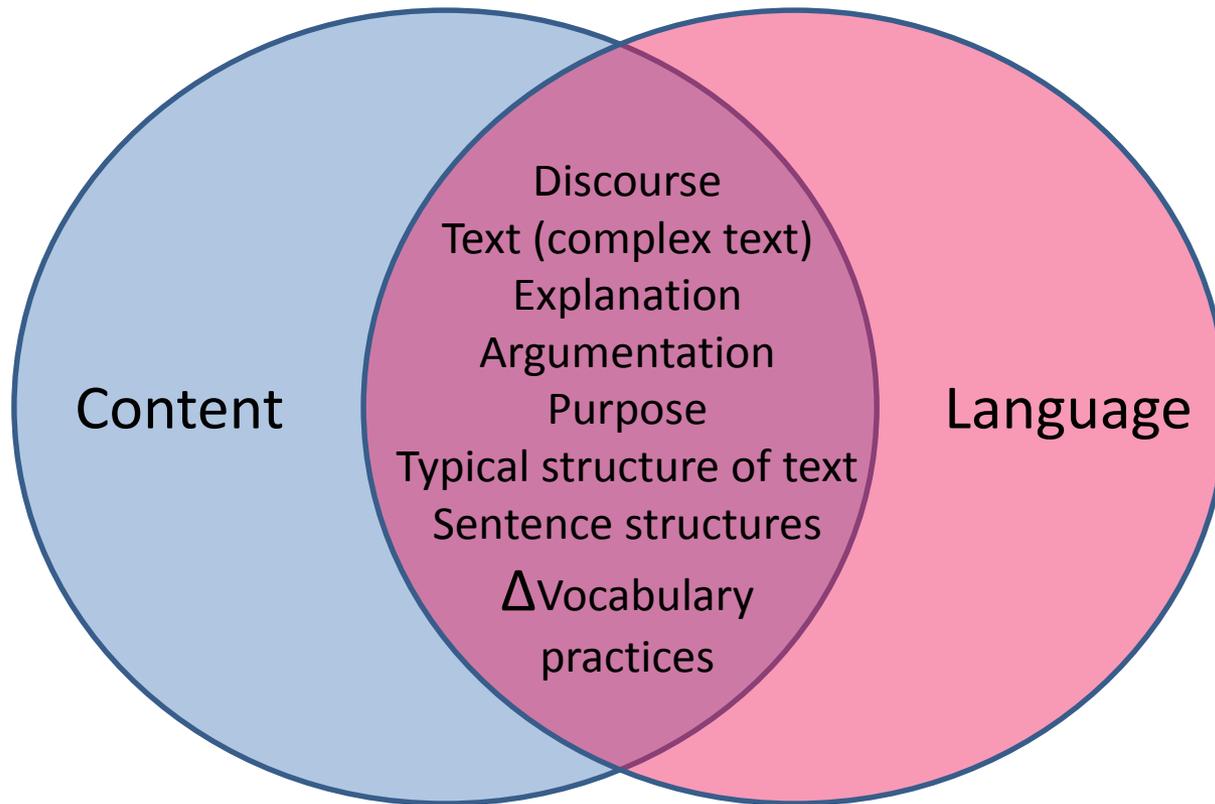
**Plan, using
appropriate
CELP and
Common Core
standards**

**Create supports appropriate
to English proficiency level**



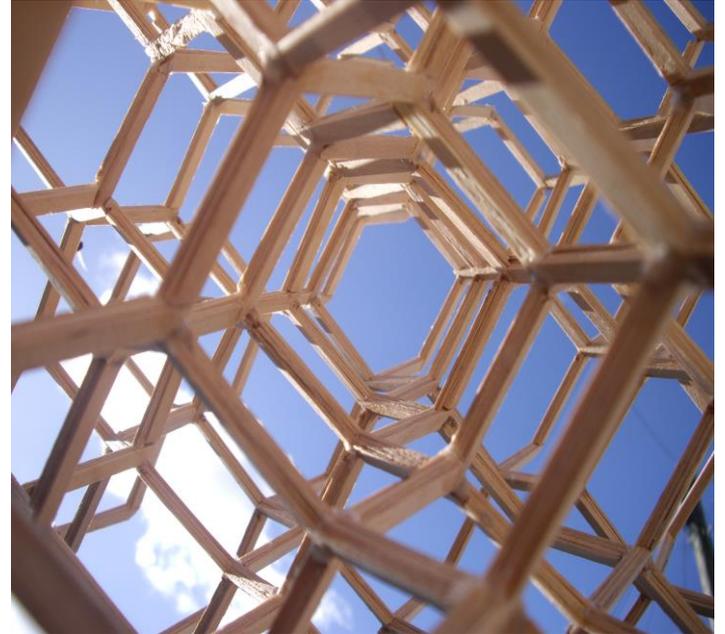
<http://cdn.c.photoshelter.com/img-get2/10000dQTSifAXrdE/fit=1000x750/Gears-of-an-Old-Hay-Bailer.jpg>

Today's Paradigm of English Instruction



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



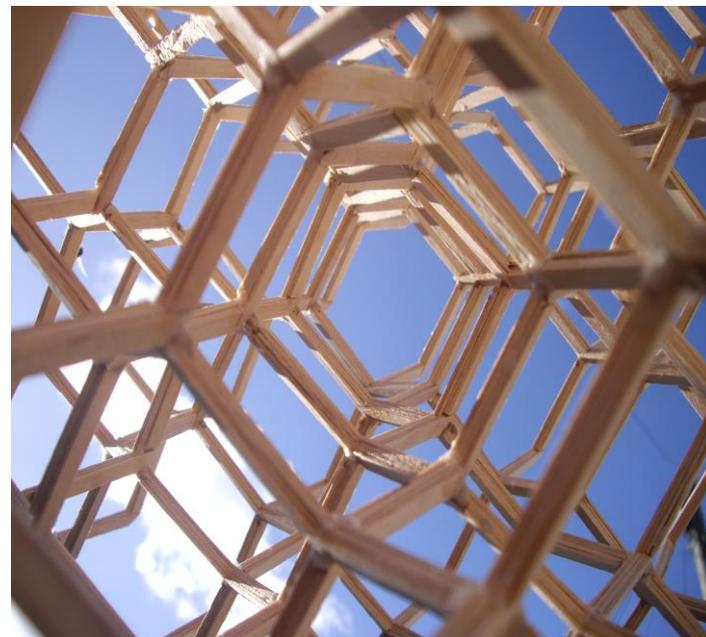
Glossary of Terms

- Defines terms used to describe the language learning process and English Learners
- Refer to pgs. 249-250 in the *State of Connecticut English Language Proficiency (CELP) Standards (2015)* draft document.
- Read the paragraph on Prompting and Supports vs. Guidance and Supports.
- What is the principal difference?
- In your classroom:
 - What are some examples of prompting?
 - What are some examples of guidance?



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



Linguistic Supports

- Describe teacher actions to support student language growth
- 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.



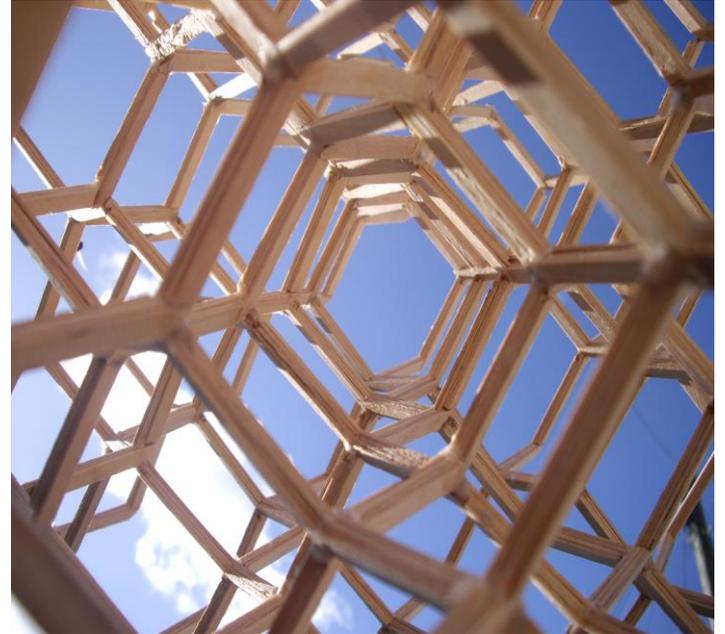
Linguistic Supports Sort

- What supports are appropriate for which English proficiency level?
- Sort the cards to determine the proficiency level of the student the support was designed for.
- Debrief the process



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



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>

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
ELA "Practices" (EP)										
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				
EP4. Gather relevant information through research by integrating, evaluating, and synthesizing ideas from texts.					EP4	EP4				
EP5. Compare and contrast others and articulate his or her own when working with others.	EP5	EP5		EP5	EP5	EP5				
EP6. Use appropriate structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
Mathematical Practices (MP)										
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.										
Science Practices (SP)										
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

⁷ 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
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 informational texts				4	
4	Write informative/explanatory texts and written claims and support them with relevant evidence					
5	Present oral and written communications and communicate findings to answer questions or solve problems					
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		



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"> identify a few key words and 	<ul style="list-style-type: none"> identify the main topic in oral 	<ul style="list-style-type: none"> determine the central idea or 	<ul style="list-style-type: none"> determine two or more central 	<ul style="list-style-type: none"> determine central ideas or themes in oral presentations
			<ul style="list-style-type: none"> summarize a simple text. 	



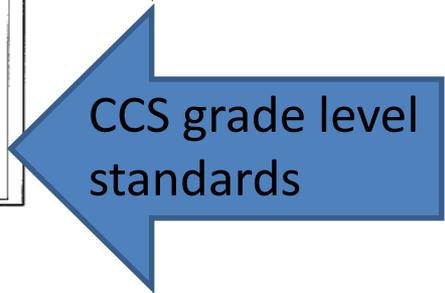
when engaging in one or more of the following content-specific practices:

<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry.</p> <p>InP.5. Determine helpful sources to answer questions.</p> <p>InP.6-8. Gather and evaluate a range of sources.</p> <p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p>
<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p>



when engaging in tasks aligned with the following Grade 6 CCS ELA Standards:

<p>Literature</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>	<p>Informational Text</p> <p>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.</p> <p>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).</p> <p>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.</p>
--	--



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
 HS CT Social Studies Inquiry Practice



Application

How do the
CELP
Standards
align with the
planned
program of
instruction?



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

What are the responsibilities of ESL service providers?

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



Utilizing CCS, practices and CELP in ESL instruction

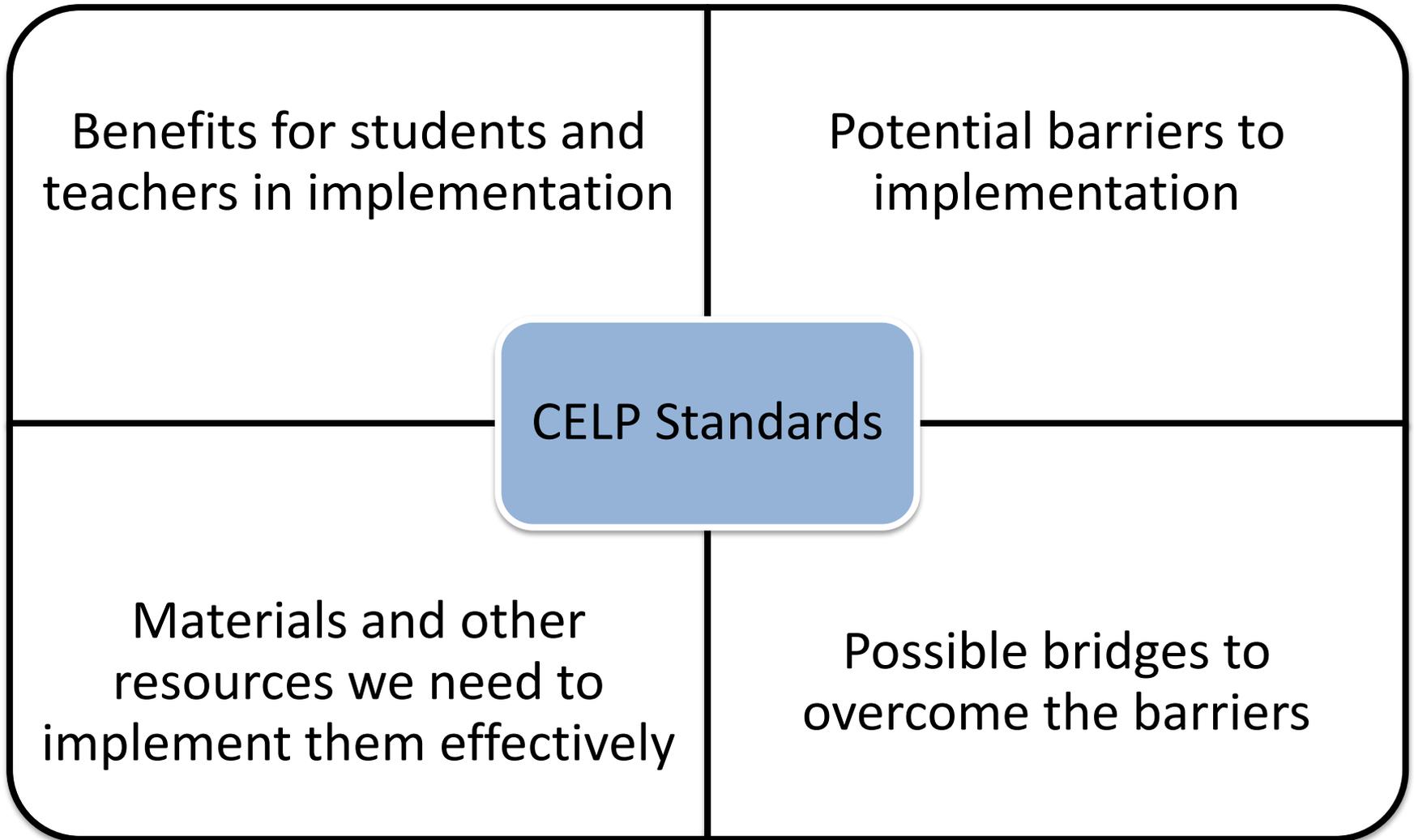
Guiding Questions, given your service model(s):

- How do you use the CCS and content area practices to inform your ESL instruction?
- What successes and challenges do you anticipate in implementation of the CELP standards?
- How will you use the CELP standards document to support instruction of English language proficiency and academic content area practices / standards?

Using CCS Correspondences in Planning for English Learners

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

860.713.6786

Maggie Stevens Lopez

Education Specialist, ACES

mstevens@aces.org

203.407.4446

