



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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# Module 2: Differentiating for English Learners Using the CELP Standards

General Educators, K-12

# Norms

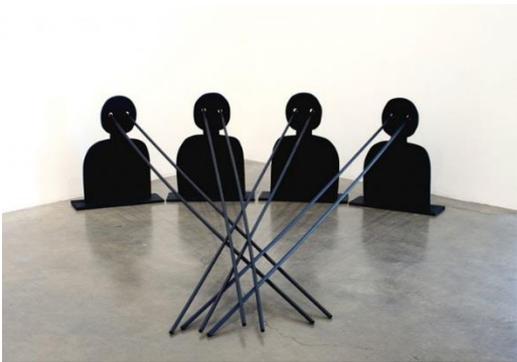
Be an active participant:



Listen to understand



If you wonder, ask



Honor all voices;  
invite different perspectives



Share airtime

# Learning Outcomes

- Become more familiar with Connecticut English Language Proficiency (CELP) Standards
- Learn how to use the CELP Standards supporting documents to differentiate for ELs
- Apply the document in planning



# A New Lens

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



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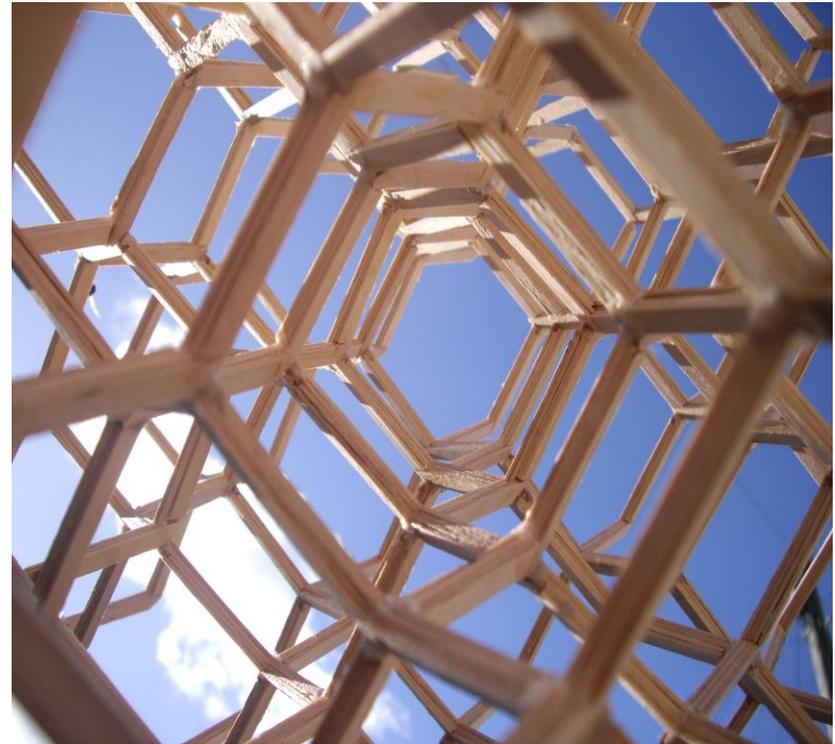
but

**necessary**  
**for English Learners.**



# 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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# Introduction

- Read the Introduction and highlight something that stands out to you.
- Turn & Talk to a partner about what you highlighted
- Share out



# 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>

# What can my ELs do?

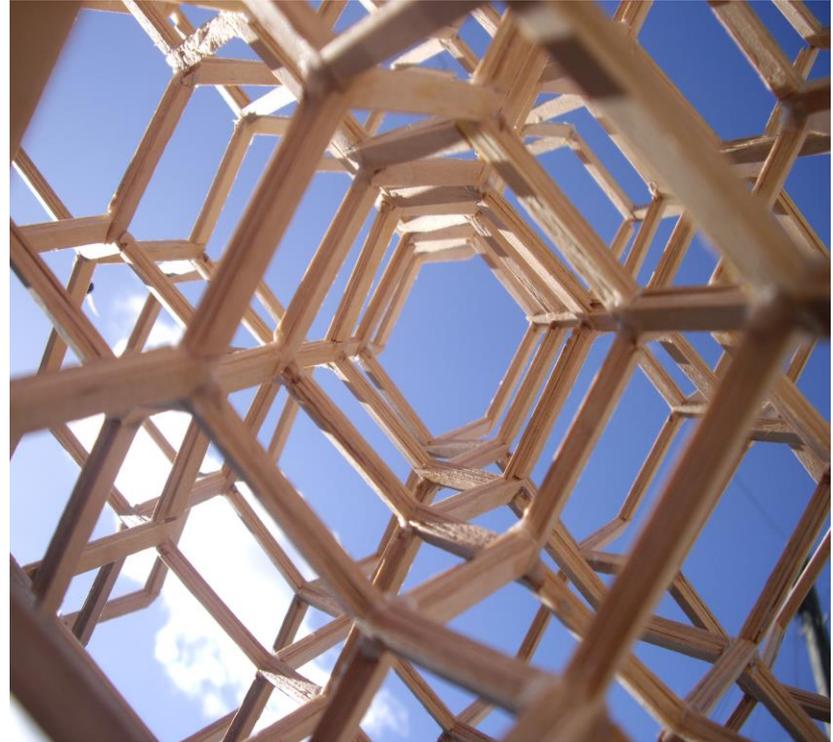


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# Proficiency Descriptor Reminder

Use the Proficiency Descriptors to navigate the CELP standards to see what students can do.

**CELP 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: <ul style="list-style-type: none"> <li>• identify a few key words</li> </ul>	use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in</li> </ul>	use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine the central</li> </ul>	use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine two or more</li> </ul>	use a wide range of strategies to: <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)**



# How Can I Differentiate for My ELs?



[https://themarryingtypedotcom.files.wordpress.com/2013/12/img\\_1117.jpg](https://themarryingtypedotcom.files.wordpress.com/2013/12/img_1117.jpg)

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

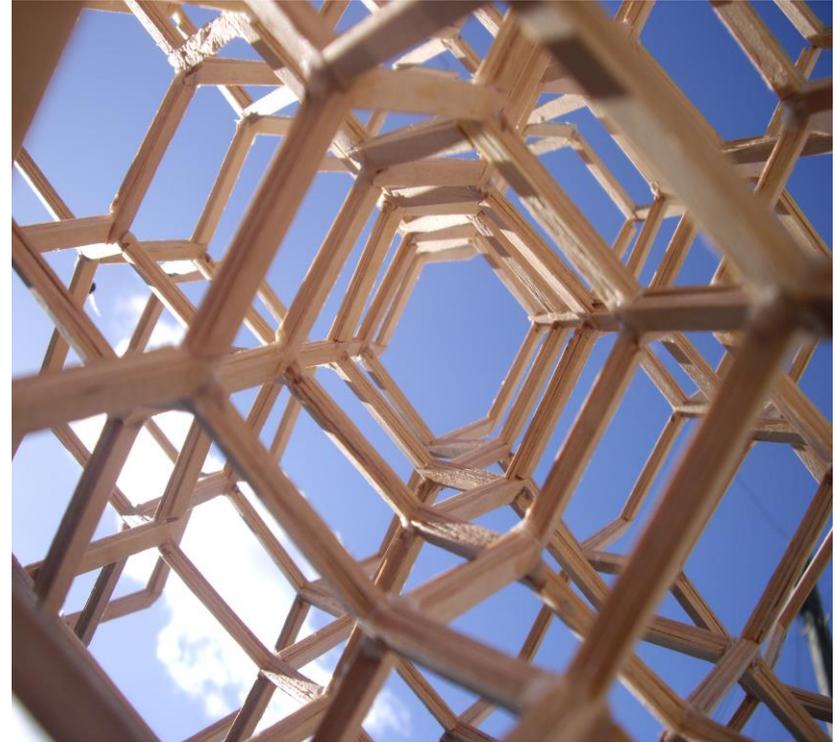
# Effective Differentiation for ELs

- How do we define differentiation for ELs by language level?
- What materials and resources do we need to differentiate?
- What questions or concerns do you have?
- What does it look like in the classroom?



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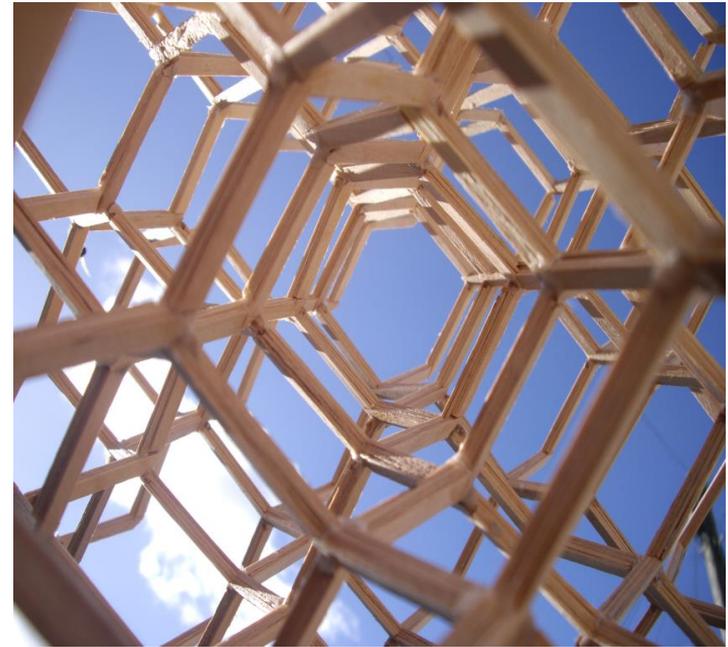
# Glossary of Terms

- 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?



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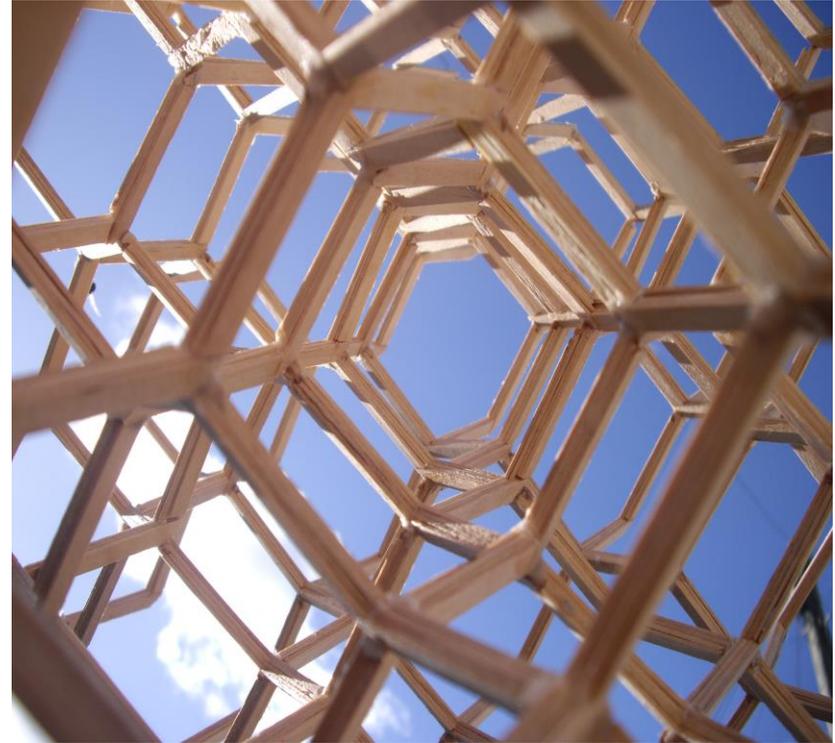
# Differentiated Linguistic Supports

- 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



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# Using CCS Correspondences in Planning for English Learners

- Revisit 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.



# 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>



# Questions



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

# Thank You!

Feel free to contact us with questions.

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