

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 EL 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](#)
- 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 and integrate diverse texts and topics
- 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](#)
- 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 Tier I, Tier II and Tier III 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 or glossary (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 <https://ncte.org/statement/teaching-english-ells/>

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 <https://www.colorincolorado.org/blog/creating-text-dependent-questions-ells-examples-6th-8th-grade-part-3>

Language Arts Resources Continued

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

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 <https://www.colorincolorado.org/article/tips-teaching-middle-and-high-school-ells>

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 https://www.educationworld.com/a_curr/curr146.shtml

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=gUfpnlbq4TA>

Math Resources Continued

Teaching elementary math to ELs <https://www.dreambox.com/blog/blogsix-strategies-to-help-ells-succeed-in-math>

Washington Association for Bilingual Education Math for ELs <https://wabewa.org>

Resources for teaching math to ELs <https://larryferlazzo.edublogs.org/2014/11/22/the-best-resources-for-teaching-common-core-math-to-english-language-learners/>

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=z19luxxE7M>

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 <https://www.colorincolorado.org/article/preparing-engaging-social-studies-lesson-english-language-learners>

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 https://portal.ct.gov/-/media/SDE/English-Learners/CAPELL_SPED_resource_guide.pdf

CT State Department of Education IEP Manual (including guidance for ELs) <https://portal.ct.gov/-/media/SDE/Special-Education/IEP-Manual-REVISED-July-2019.pdf?la=en>

Writing Culturally Relevant IEPs <https://projects.esc20.net/upload/page/0196/docs/Writing%20Culturally%20Relevant%20IEPs%2011.05.18%20508.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>

Considerations before evaluation of a student <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.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 <https://www.colorincolorado.org/special-education-ell/myths>

Culturally Competent Assessment of ELs for services <http://www.nea.org/tools/30402.htm>

Determining referrals http://onlineresources.wnylc.net/pb/orcdocs/LARC_Resources/LEPTopics/ED/DetermingReferralsforLEPtoSpecialEducation.pdf

Online resources <https://education.mn.gov/MDE/dse/sped/div/el/>

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

Best practices for ELs in CTE courses https://lincs.ed.gov/sites/default/files/Deliv3K_LINCSESL_CLR1_508.pdf

Teaching art to ELs <https://www.fluentu.com/blog/educator-english/esl-art/>

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

Recommendations for teachers of ELs in physical education <https://study.com/academy/lesson/physical-education-english-language-learners.html>

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 <https://ctserc.org/documents/resources/SRBI-for-ELL.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 <https://portal.ct.gov/-/media/SDE/Board/esl.pdf>

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