



## About the *Meeting the Challenge* Series

The goal of the Meeting the Challenge professional learning series is to empower educators to implement CT Core Standards aligned curriculum, instructional practices, and assessments to meet the needs of a wide variety of learners. The first module, *Supporting Success for ALL Students with the CT Core Standards*, provides guidance for building and maintaining inclusive learning environments that meet the challenge and the promise of the CT Core Standards for every student. While it focuses on the role of school leaders and coaches, the information is pertinent and recommended for all educators. The other four modules in the series provide educators with practical instructional strategies and resources to deepen their knowledge of the rigorous expectations of the standards and build their capacity to support all learners. Two of these modules address the needs of students with disabilities and two address the needs of English Learners; in each strand one module focuses on the Mathematics Standards and the other on the English Language Arts and Literacy Standards.

MEETING  
*the*  
CHALLENGE

MODULE

5

Connecticut Core  
Standards ELA &  
Literacy Success for  
English Learners

## Module Description

*Connecticut Core Standards ELA & Literacy Success for English Learners* explores the Universal Design for Learning framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students, including English Learners, may achieve high expectations. The module begins with background information on English Language Proficiency Standards and English language proficiency levels for English Learners. Then, the definition of academic language, its role as the foundation for ELs' success with the content standards, and the difference between academic and social language are explored. Next, educators look at the importance of planning instruction to align with language and content objectives and are introduced to the six key principles for EL instruction. Participants then learn about the foundation for Universal Design for Learning, its definition, and how the UDL Principles and Guidelines support and inform classroom practices. Subsequent sections of the module cover how the standards place an added emphasis on reading complex texts, speaking and listening for collaborative work, and writing with evidence. Each section highlights the linguistic demands involved in meeting the standards and identifies instructional supports teachers can use to help ELs at different proficiency levels master grade-level standards.

## **Participant Outcomes**

After completing this module, participants will:

- Be familiar with the complexity of the Connecticut Core Standards for ELA & Literacy, their vertical progression and grade-level expectations, and the implications for English Learners.
- Be familiar with the Connecticut English Language Proficiency Standards (CELP), and how they describe the language students need to succeed in content area courses as they gain English language proficiency.
- Understand how applying the Universal Design for Learning framework to planning and teaching reduces barriers in instruction; provides appropriate accommodations, supports, and challenges; and maintains high expectations for all students.
- Be able to use a number of techniques to support English Learners at different language proficiency levels to access the reading, writing, speaking and listening standards.

## **Module Outline**

### Section 1: Introduction

- Welcome and Module Objectives
- Pre-Assessment

### Section 2: Teaching English Learners

- English Language Proficiency Standards and Levels
- Content and Language Objectives
- Six Principles of EL Instruction

### Section 3: Universal Design for Learning

- UDL Principles and Guidelines
- Using UDL to Adapt an Assignment

### Section 4: Reading Engagement with Complex Texts

- Linguistic Demands of Writing Standards
- Effective Vocabulary Instruction
- Instructional Supports for Engaging with Complex Text

### Section 5: Speaking and Listening for Collaborative Work

- Linguistic Demands of Speaking and Listening Standards
- Instructional Supports for Speaking and Listening for Collaborative Work

### Section 6: Writing Using Evidence from Text

- Linguistic Demands of Writing Standards
- Instructional Supports for Evidence-based Writing

### Section 7: Conclusion

- Culminating Ideas
- Post-Assessment