Navigating the CELP Standards Resource Library

Welcome to the Colorado English Language Proficiency Standards, or CELP Standards, Resource Library. This library of resources was designed to provide Colorado educators with resources in an easily accessible and user-friendly format. In 2009, Colorado adopted WIDA's English Language Proficiency Standards and became part of the WIDA consortium. The resources provided in this library are either owned by WIDA or are resources that support WIDA's English Language Proficiency Standards and resource documents on teaching academic language in order to support the academic achievement of all students.

Let's begin our tour. You can view each section of the CELP Standards Resource Library in any order that you would like. Simply click on the icon for the topic you are interested in. I'm going to start with WIDA's theoretical framework because it is the foundation upon which the English Language Proficiency Standards were built. For this reason, the icon for the theoretical framework, is at the bottom of the pictograph. By clicking on the icon, you open up the section for WIDA's theoretical framework. Within each section, you can see that there is a brief explanation about each recommended resource, along with the link to said resource. In this section, the recommended resources are:

- An Overview of the WIDA Standards Framework,
- WIDA's Theoretical Framework,
- The Cornerstone of the WIDA Standards: Guiding Principles of Language Development
- WIDA's Can Do Philosophy
  And
- WIDA's Essential Actions Handbook

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page.

Let's go to CELP or WIDA Basics next. In this section, you are introduced to the 5 English Language Proficiency Standards:

- Social and Instructional language
- The language of Language Arts
- The language of Mathematics
- The language of Science
  And
- The language of Social Studies

You will also be introduced to the Features of Academic Language which operate at the word/phrase, sentence, and discourse levels of language, all within a sociocultural context. Finally, you will see the Performance Definitions for Listening and Reading and the Performance Definitions for Speaking and Writing. These documents may be used to support educators in identifying what English learners should be able to process through reading and/or listening, and what English learners should be able to produce through speaking and writing, toward the end of each given level of English proficiency.   These documents may be used for formative assessment, goal setting, and unit and lesson planning.

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page. From here, it really doesn't matter where we go next. You have seen the foundational work of the theoretical framework and the basics of the 5 English Language Proficiency Standards, Features of Academic Language, and Performance Definitions. These are WIDA's core documents. Once you understand these core documents, you can move onto the section on:

- Language and Content
- Functional Language
- Scaffolds and Supports
  Or
- Formative Assessments

The Language and Content section guides you to WIDA's Model, or Examples, of Performance Indicators, otherwise known as Model Performance Indicators, or MPIs. The original MPIs are available through 2 different resources. The first is for grades PreK through 5th grd. The second is for grades 6 through 12. More MPIs are offered through the 2012 Amplification resource. The MPIs can be used as is or modified to better align with your grade level's academic standards. To learn more about modifying MPIs, see the Transformations resource and the blank template. MPIs are intended to align with and support the Colorado's Academic Standards, which can be found here.

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page.

Let's take a look at the section on Functional Language. This section contains resources to help identify and provide examples of functional language, otherwise known as language functions. In order for English learners to achieve communicative competence, they need to understand the purpose for communicating and be able to recognize and use the grammatical forms and organizational patterns that support that purpose. When educators make language functions explicit, they define more fully the tasks. If you have attended this office's workshops on Teaching Math to English Learners or Teaching Science to English Learners, then you are familiar with language functions. This section provides an explanation of functional language as well as two non-WIDA resources on language functions.

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page.

Now let's take a look at the section on how to Scaffold and Support Language. Many of you may be familiar with WIDA's Can Do Descriptors, but are you familiar with the Can Do Key Uses Edition? The Key Uses Edition is WIDA's new and improved Can Do Descriptors. The Key Uses Edition includes WIDA's favorite language functions, which they have called the key uses. These are the language functions that occur most frequently. Also in this section is a table of graphic organizers and recommendations for which graphic organizer to use for teaching various content area topics. There are also tables for sensory, graphic and interactive supports, as well as specific examples of sensory supports by content area. Finally, there is a non-WIDA resource of other scaffolding strategies.

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page.

To end our tour today, let's take a look at the section on Formative Assessments. In addition to annual language proficiency assessments, it is important that educators assess and monitor the language progress of their students over the course of the school year. This section contains resources and tools that educators may use to develop their own formative language assessments aligned to their programming, purpose, and context. WIDA resources include the Speaking and Writing Interpretive Rubrics and the Performance Definitions. Non-WIDA resources include a chart for Unpacking Academic Language which is aligned to WIDA's Features of Academic Language. Educators can use this tool to create instructional goals and to assess whether or not students are meeting the intended language goals. And finally, the other non-WIDA resource in this section is an article on Focusing Formative Assessment on the Needs of English Learners.

To exit this section, simply use the back arrow button, which will bring you back to the CELP Standards Resource Library home page. You may have also noticed that there is a Table of Contents over here on the right hand side of the screen which displays each section of the pictograph in the same order as our tour. With that, we conclude our tour of the CELP Standards Resource Library. Thank you for joining me today.