

Instructional Strategies and Resources



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Instructional Strategies

Phonological Awareness and Word Recognition

SAY IT, MOVE IT (with print)

Objective

Students will be able to:

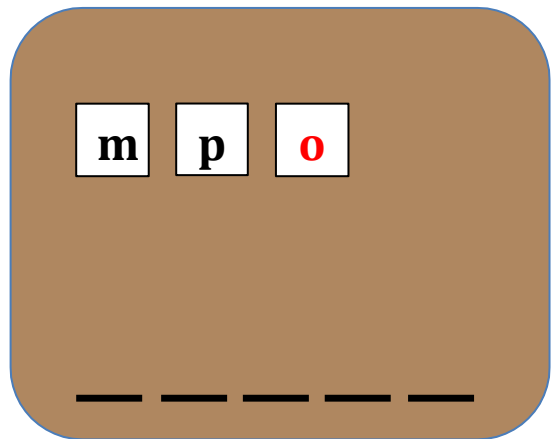
- Demonstrate phonemic awareness by segmenting and isolating sounds orally;
- Recognize letter/sound relationships and demonstrate this early phonics knowledge by manipulating letter cards;
- Build regularly spelled 3- and 4-sound words using phonemic awareness and phonics knowledge skills using letter cards.

Materials

- White board with lines (on back)
- Letter cards
- BELLA *Say It, Move It* word list

Procedure

1. Introduce a word orally: “We’re going to make the word *mop*.” (cover letter cards)
 - Show students a picture card with *mop*, and be sure they have basic conceptual understanding.
2. “What sound do you hear right here [point to first space] at the beginning of *mmmmmmop*?”
3. Student should isolate “/m/” (with coaching if necessary)
4. Uncover letters – “which of these says /m/?”
5. Student slides M to first space while making the sound /mmmmmmmm/
6. Continue with other sounds in word
7. After all letter cards are placed in the word, review each sound. Say, “Let’s check each one.” Point to M. Student says, “/m/.” Then, O. Student says, “/o/.” Then, P. Student says, “/p/.”
8. Finally, say, “And the whole word is?” Student answers, “mop.”



What Would An Observer See If I Did This Lesson?

- Evidence of students’ increasing phonemic awareness through observation during the lesson.
- Evidence of lesson planning and delivery through use of a board and letter cards.

Tips

- To develop phonemic awareness, you need words that are regularly spelled (each letter makes a sound). No long or r-controlled vowels!
- Don't segment for them – then you've done all the work
- It's ok to overemphasize particular sounds to help students hear them
- Pay attention to pronunciation
- Use supplemental materials to support meaning

BLEND AS YOU GO

Objective

Students will be able to:

- Recognize letter/sound relationships and demonstrate this early phonics knowledge by producing corresponding letter sounds;
- Blend sounds to read regularly spelled 3- and 4-sound words using phonemic awareness and phonics knowledge skills.

Materials

- White board with colored marker(s)
- BELLA *Say It, Move It* word list

Procedure

1. Introduce a word in print: "Can you read this word?"
2. If not, cover all but the first sound. As the student, "What sound does this make?" (If the student can read the word automatically, celebrate their work, and move to the next word).
3. Student should isolate /r/ (with coaching, if necessary).
4. Next, uncover the next sound – "Now what sound? Put the two together." ("riiii")
5. Continue with additional sounds in word. ("riiiip/. Rip")
6. Be sure the student is blending/sliding the sounds together and not segmenting. Provide a model if necessary.

What Would An Observer See If I Did This Lesson?

Can you read this word?

What sound does this make?

Now what sound? Put the two together. "riii..."

"riii...p"
"rip"

- Evidence of students' increasing phonemic awareness and phonics knowledge and blending skill through observation during the lesson.
- Evidence of lesson planning and delivery through use of a board and markers.

Tips

- To develop this early word recognition, you need words that are regularly spelled (each letter makes a sound). No long or r-controlled vowels!
- Model for students as needed and have them mimic you.
- Be sure to blend the sounds and not segment. Each sound should “slide” into the next.
- Pay attention to pronunciation
- Use supplemental materials to support meaning after reading words

Vocabulary

Vocabulary is a broad construct and is very difficult to address with only targeted strategies. Rather, it is important to support students' vocabulary learning across a variety of settings using a systematic process. BELLA supports implementing vocabulary instruction using three key characteristics – intentionality, transparency, and usability:

1. *Intentionality (how teachers select words for instruction)*

Characteristics of words should include:

- Repeatability
- Portability
- Words should be representative of something

2. *Transparency (how to provide instruction)*

Characteristics of instruction should include:

- A gradual release of responsibility to students (I Do, We Do, You Do)
- Teaching, explaining, demonstrating how to use background knowledge

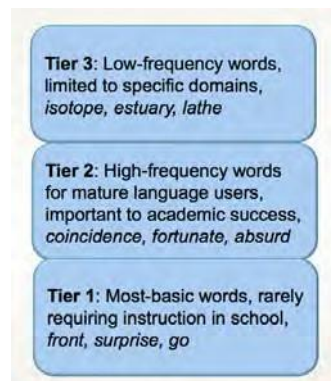
3. *Usability (methods for students)*

- Authentic opportunities for students to use words
- Social opportunities for students to interact and use words.
- Helping students understand the purpose (“We’re doing this because...”)

BELLA Vocabulary strategies include:

- Tiers of Vocab - Selecting Words (Intentionality)
- Cognates (Transparency and Usability)
- Text Talk (Transparency and Usability)
- Frayer Model (Transparency and Usability)

TIERS OF VOCABULARY WORDS



Most vocabulary instruction focuses on targeting Tier 2 words for instruction

For English learners, it's important to target both Tier 2 and important Tier 1 words through strategies like using cognates (if available) and word learning strategies.

Preview each text and carefully consider the vocabulary demands. Select key Tier 2 (and possibly Tier 1) words key to comprehension. Use those words in complementary vocabulary instruction.

TEACHING COGNATES

Objective

Students will be able to:

- Learn the meanings of English words through use of Spanish/English cognates.

Materials

- List of Spanish English cognates (e.g., from www.colorincolorado.org: <http://www.colorincolorado.org/pdfs/articles/cognates.pdf>)
- Text for instruction

Procedure

1. Carefully preview the text, video, article, etc. to be used.
2. Choose key Spanish/English cognates that will aid students' comprehension.
3. Prepare word or word/picture cards for key cognates.
4. Read aloud (or students read) to the first key cognate.
5. Think aloud for students. Show the word or word/picture cards. Make connections between the words related to spelling and meaning. For example, "I know that word in Spanish. That word is _____."
6. Repeat the process with other key identified cognates. Engage students in making connections between cognates.
7. Later, engage students in identifying cognates from the text.

Social Language	Spanish	Academic Language
farming	agricultura	agriculture
job	ocupación	occupation
grown-up	adulto	adult
stick	adherirse	adheres
country	nación	nation
quiet	calma	calm
same	equivalente	equivalent

What Would An Observer See If I Did This Lesson?

- Evidence of teachers' and students' attention to cognates through increased discussion of cognates' meanings and spelling from observation during the lesson.
- Evidence of cognate use by seeing cards with printed cognates with English words and Spanish words used for comparison

VOCABULARY TEXT TALK

Objective

Students will be able to:

- Learn the meanings of English words through use of a specific process for learning words.

Materials

- Selected key vocabulary from a text.

Procedure

1. Say the word. Children repeat.
2. Tell a child-friendly definition.
3. Tell how the word was used in the book.
4. Give examples of the word used in multiple, unrelated contexts.
5. Invite children to construct an example.
6. Have children repeat the word.

What Would An Observer See If I Did This Lesson?

- Evidence of teachers' text talk around key vocabulary before, during, and/or after reading through observation.
- Evidence of use of text talk in lesson plans during reading instruction.

FRAYER MODEL

Objective

Students will be able to:

- Learn the meaning of a targeted English word through use of a graphic organizer that addresses the meaning of the word as well as examples and non-examples.

Materials

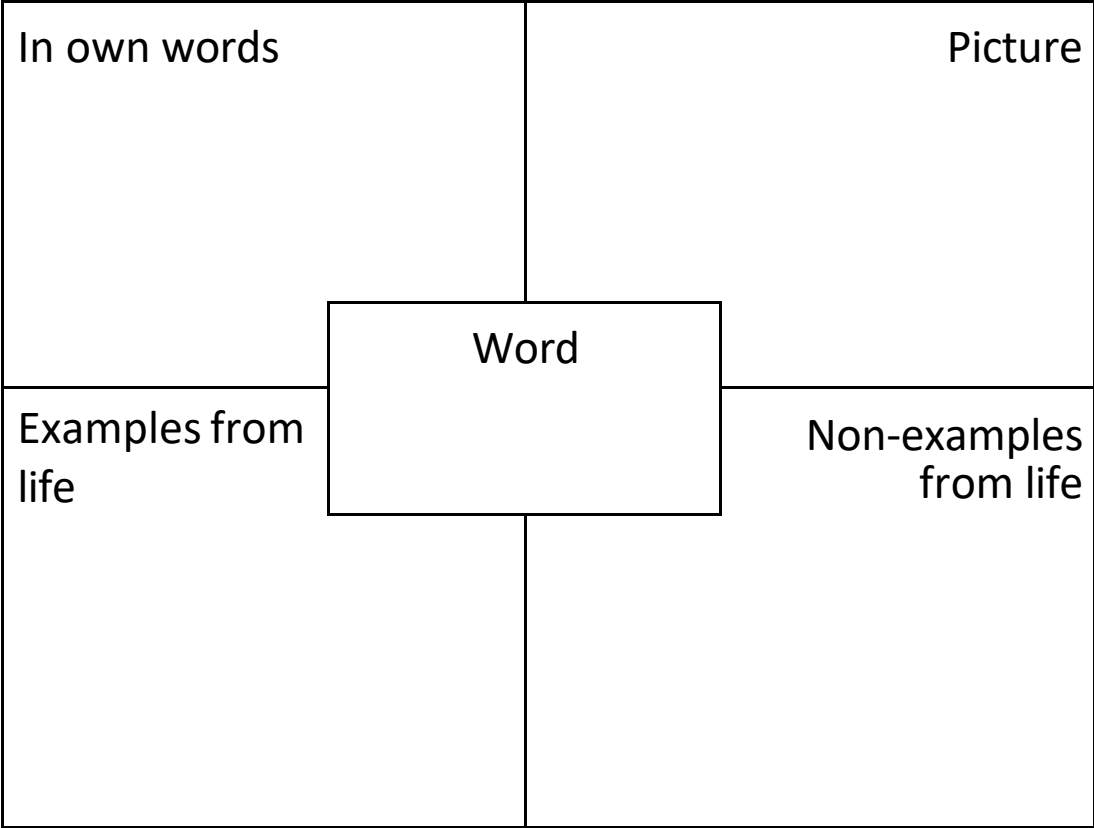
- Frayer Model graphic organizer (on next page)

Procedure

1. Identify a key vocabulary word for students to address. Discuss the word and its meaning. This should not be students' first encounter with the word.
2. Students work individually, or in groups (preferred) to address the word using the graphic organizer.
3. Students begin by writing the target word in the middle box.
4. Then, students define the word in their own words in the top left box.
5. Next, students create a picture that represents the word or concept (if possible) in the top right box.
6. After that, students provide an authentic example from life in the lower left.
7. Finally, students provide a non-example in the bottom right box. The non-example should be illustrative – that is, the non-example should illustrate the clear differences between the concept and the non-example.

What Would An Observer See If I Did This Lesson?

- Evidence of students' use of the Frayer model through completed organizers.
- Evidence of use of the Frayer model on the board or chart paper from teacher-led vocabulary instruction.



Frayer Model

Comprehension

MODIFIED DIRECTED READING ACTIVITY W/LANGUAGE FRAMES

Objective

Students will be able to:

- Use language frames to support summarization and comprehension of a text;
- Practice oral language structures related to a text multiple times;

Materials

- Student copies of a text
- Supporting material to develop background knowledge of a text
- Individual and group (optional) language frames

Procedure for Modified DRA (**boldface** represents modifications for ELLs)

1. Develop background knowledge (**MUST for ELs!**)
2. Teach sight words and/or key vocabulary (**remember, ELs may need Tier 1 words too!**)
3. **Preview the text (picture walk, book intro; infer meaning from pictures)**
4. Set purpose for reading first chunk of material (**clear and comprehensible**)
5. Students read (or listen as the teacher reads) (**I do, We do, You do**)
6. Discuss (prep questions, but aim for discussion) (**use sentence frames for students to participate**)
7. Repeat for second chunk of text and so on.
8. **Re-reading with a partner (chorally, or individually)**
9. Follow-up activities can also be used (**re-reading, summarizing, writing, etc.**)

Procedure for Language Frames

1. The goal is to build a summary of the text using language frames to support students with oral/written language structures common to a summary. You will create a graphic organizer with the language frames either prior to the lesson, or during the lesson.
2. Begin by asking, “Who is in the story?” Allow for a range of responses (e.g., sentence, single words, pointing to book/text features).
3. Then, make a statement incorporating the information from the previous step. For example, “The main character in the story is Emily.” Have students chorally repeat the oral language structure several times as needed.
4. Transfer the oral language to a sentence frame. For example, *The main character in the story is _____*. (This can be prepared ahead of time).
5. Then, ask, “What happens in the story first?” Again, allow for a range of responses.
6. Then, make a statement incorporating the information from the previous step. For example, “The babysitter wants to play ball with Emily.” Have students chorally repeat the oral language structure several times as needed.

7. Transfer the oral language to a sentence frame. Create frames specific to students' proficiency levels. For example:
 - A frame for **Entering** proficiencies might be *First, the babysitter wants to play _____ with Emily.*
 - For **Developing** proficiencies a frame might be, *First, the _____ wants to _____ with Emily.*
 - For **Bridging** proficiencies a frame might be, *First, _____ wants to _____ with _____.*
8. After completing the steps for what happened first, repeat steps 5-7 for what happened next, then, and finally.
9. Ultimately, there will be language frames describing the main character(s), what happened first, next, then, and finally. These are combined into one larger language frame, which summarizes the whole text. For example, the full language frame for an **Entering** student might be:

_____ is the main character in the story.

First, the babysitter wants to play _____ with Emily.

Next, the babysitter wants to _____ with Emily.

Then, the babysitter wants to make a _____ with Emily.

Finally, Emily wants to read a _____ with the babysitter.

What Would An Observer See If I Did This Lesson?

- Evidence of text pre-reading strategies, including realia or video related to text content, a graphic organizer related to the text structure, and teacher/student or student/student discussion.
- Evidence of during-reading strategies, including student reading, and teacher/student or student/student discussion.
- Evidence of post-reading strategies, including teacher/student or student/student discussion and partner reading.
- Evidence of language frame (created and modeled use of the language frame) used to support students' summarization/comprehension. This could include a chart or individual paper copy of a language frame, or one on a whiteboard.
- Evidence of multiple opportunities for students to use language frame to practice oral language structures. Evidenced by student talk using oral language structures from the language frame.

WRITING FROM LANGUAGE FRAMES

Objective

Students will be able to:

- Use language frames to practice oral language structures related to a text multiple times;
- Plan for writing using a graphic organizer related to language frames; and

- Produce a written summary of a text based on language frames and a graphic organizer.

Materials

- Student copies of a text
- Supporting material to develop background knowledge of a text
- Individual and group (optional) language frames
- Individual and group (optional) graphic organizers
- Paper for writing

Procedure for Written Summary Using Language Frames

- Solidify oral language structures from the text (think language frames!);
- Plan for writing;
- Write!

More specifically:

1. With a partner, students use their copies of the language frames to:
 - a. **Read aloud** their summary to a partner; then,
 - b. **Orally** answer/discuss the following questions (using language frame as a resource):
 - i. Who were the characters?
 - ii. What happened first (beginning)?
 - iii. What happened next (middle)?
 - iv. What happened last (end)?
2. Students and teachers use the graphic organizer related to the text structure.
 - a. Organizers could include: Summary/Sequence of Events, Main Idea/Details, Compare/Contrast, and Topic/Subtopic.
3. With coaching as needed, students fill out the graphic organizer to plan for writing. The teacher walks the student(s) through the graphic organizer step-by-step to complete it. Students should write words/phrases (not complete sentences) that can be used to create a final written product. Students should use the language frames as a resource for completing graphic organizers.
4. Finally, using the resources of the language frames, oral practice, and the graphic organizers, students write according to the assignment.

What Would An Observer See If I Did This Lesson?

- Evidence of language frame (created and modeled use of the language frame) used to support students' summarization/comprehension. This could include a chart or individual paper copy of a language frame, or one on a whiteboard.
- Evidence of multiple opportunities for students to use language frame to practice oral language structures. Evidenced by student talk using oral language structures from the language frame.
- Evidence of students' planning for what to write using a related graphic organizer.
- Evidence of student writing based on oral language structures from language frames and the graphic organizer.

Resources for Strategies

Say It, Move It and Blend As You Go Word Lists

CVC		CVCC		CCVC		CCVCC
bad	dig	sand	bunt	flag	plus	crest
dad	rig	hand	bulb	drag	club	crust
sad	bin	mask	dump	brag	grub	trust
cat	fin	task	hump	plan	stub	trand
sat	sin	lamp	lump	glad	spun	drums
pat	win	ramp	bump	slam	slum	grasp
rat	pin	cast	pump	slab	scum	grips
fat	six	fast	must	crab	grab	drips
hat	sit	last	rust	grab	slab	primp
cap	fit	past	just	scab		plump
tap	top	bank	dust	sled		trips
lap	sop	rank	bust	fled		drips
nap	mop	vast	gulp	bled		flaps
sap	pop	tent		sped		flips
red	hop	rent		bred		slips
led	mom	sent		fret		stops
let	rug	went		swim		spots
get	bug	send		slip		slots
wet	dug	lend		drip		shrimp*
set	hug	bend		spit		splash*
vet	mud	mend		grim		thrust*
hen	mug	best		slim		
ten	jug	rest		trim		
pen	bun	nest		skid		
hit	run	help		slid		
fix	fun	desk		swig		
did	nun	milk		drop		
lid	but	silk		plop		
kid	nut	wilt		frog		
rid	cut	sink		stop		
cot	hut	rink		blob		
pot	cab	disk		slob		
hot	dab	list		clog		
dot	jab	mist		crop		
not	had	mink		drop		
lot	lad	pink		flop		
mit	pad	wink		drum		
job		hint		plum		
big		pond		slug		

Spanish-English Cognate List



Spanish - English Cognates / Cognados

English	Spanish	English	Spanish
A		B	
accident	accidente	banana	banana
accidental	accidental	banjo	banjo
accompany (to)	acompañar	bicycle	bicicleta
acrobatic	acrobático(a)	biography	biografía
active	activo (a)	blouse	blusa
activities	actividades	brilliant	brillante
admire (to)	admirar	C	
admit (to)	admitir	cabin	cabina (de teléfono, avión, etc.)
adult	adulto	cable	cable
adventure	aventura	cafeteria	cafetería
adopt (to)	adoptar	camera	cámara
adoption	adopción	camouflage	camuflaje
African	africano	canyon	cañón
agent	agente	captain	capitán
air	aire	capture (to)	capturar
alarm	alarma	catastrophe	catástrofe
allergic	alérgico (a)	cause	causa
anaconda	anaconda	celebrate (to)	celebrar
animal	animal	cement	cemento
announce (to)	anunciar	center	centro
appear (to)	aparecer	ceramic	cerámica
appetite	apetito	cereal	cereal
area	área	ceremony	ceremonia
arithmetic	aritmética	chimney	chimenea
artist	artista	chimpanzee	chimpancé
association	asociación	cholera	cólera
astronomer	astrónomo	circle	círculo
atmosphere	atmósfera	circular	circular
attention	atención	class	clase
August	agosto	coast	costa
autograph	autógrafo	colony	colonia
automobile	automóvil	color	color

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Spanish - English Cognates / Cognados

English	Spanish	English	Spanish
committee	comité	dinosaur	dinosaurio
common	común	direction	dirección
complete	completo(a)	directions	direcciones
completely	completamente	directly	directamente
company	compañía	director	director
concert	concierto	disappear (to)	desaparecer
confetti	confeti	disaster	desastre
confusing	confuso	discrimination	discriminación
confusion	confusión	discuss (to)	discutir
constellation	constelación	disgrace	desgracia
construction	construcción	distance	distancia
contagious	contagioso(a)	distribute (to)	distribuir
continent	continente	dollar	dólar
continue (to)	continuar	double	doble
contract	contrato	dragon	dragón
contribution	contribución	dynamite	dinamita
coyote	coyote		
crocodile	cocodrilo		
curious	curioso(a)		
		E	
D		electric	eléctrico(a)
December	diciembre	elephant	elefante
decide (to)	decidir	enormous	enorme
decoration	decoración, adorno	energy	energía
delicate	delicado(a)	enter (to)	entrar
depend (to)	depender	escape (to)	escapar
deport (to)	deportar	especially	especialmente
describe (to)	describir	examine (to)	examinar
desert	desierto	exclaim	exclamar
destroy (to)	destruir	explosion	explosión
detain (to)	detener	exotic	exótico(a)
determine (to)	determinar	extra	extra
diamond	diamante	extraordinary	extraordinario(a)
dictator	dictador		
different	diferente		



Spanish - English Cognates / Cognados

English	Spanish	English	Spanish
F		hour	hora
family	familia	human	humano(a)
famous	famoso(a)		
fascinate (to)	fascinar	I	
favorite	favorito(a)	idea	idea
ferocious	feroz	identification	identificación
finally	finalmente	imagine (to)	imaginar
firm	firme	immediately	inmediatamente
flexible	flexible	immigrants	inmigrantes
flower	flor	importance	importancia
fortunately	afortunadamente	important	importante
fruit	fruta	impressed	impresionando(a)
funeral	funeral	impression	impresión
furious	furioso(a)	incredible	increíble
		incurable	incurable
G		independence	independencia
galaxy	galaxia	information	información
gallon	galón	insects	insectos
garden	jardín	inseparable	inseparable
gas	gas	insist (to)	insistir
giraffe	jirafa	inspection	inspección
golf	golf	intelligence	inteligencia
glorious	glorioso(a)	interesting	interesante
gorilla	gorila	interrupt (to)	interrumpir
group	grupo	introduce (to)	introducir
guide	guía	introduction	introducción
		invent (to)	inventar
H		investigate (to)	investigar
helicopter	helicóptero	invitation	invitación
hippopotamus	hipopótamo	invite (to)	invitar
history	historia	island	isla
honor	honor		
hospital	hospital		
hotel	hotel		



English	Spanish	English	Spanish
L		N	
leader	líder	natural	natural
lemon	limón	necessity	necesidad
lens	lente	nectar	néctar
leopard	leopardo	nervous	nervioso(a)
lesson	lección	notice	noticia
lessons	lecciones		
line	línea	O	
lion	león	obedience	obediencia
list	lista	object	objeto
locate (to)	localizar	observatory	observatorio
M		occasion	ocasión
machine	máquina	ocean	océano
magic	magia	October	octubre
magician	mago	office	oficina
magnificent	magnífico(a)	operation	operación
manner	manera	ordinary	ordinario
map	mapa		
March	marzo	P	
march (to)	marchar, caminar	palace	palacio
marionettes	marionetas, títeres	panic	pánico
medal	medalla	paper	papel
memory	memoria	park	parque
metal	metal	part	parte
microscope	microscopio	patience	paciencia
million	millón	penguin	pingüino
miniature	miniatura	perfect	perfecto (a)
minute	minuto	perfume	perfume
minutes	minutos	permanent	permanente
moment	momento	photo	foto
monument	monumento	photograph	fotografía
much	mucho	photographer	fotógrafo(a)
music	música	piano	piano



Spanish - English Cognates / Cognados

English	Spanish	English	Spanish
pioneer	pionero	splendid	espléndido(a)
pirate	pirata	statistics	estadística
planet	planeta	stomach	estómago
planetarium	planetario	study (to)	estudiar
plans	planes	surprise	sorpresa
plants	plantas		
plates	platos	T	
police	policía	telephone	teléfono
practice	práctica	telescope	telescopio
practice (to)	practicar	television	televisión
prepare (to)	preparar	terrible	terrible
present (to)	presentar	tomato	tomate
problem	problema	totally	totalmente
professional	profesional	tourist	turista
		traffic	tráfico
R		trap (to)	atrapar
radio	radio	triple	triple
ranch	rancho	trumpet	trompeta
really	realmente	tube	tubo
restaurant	restaurante		
retire (to)	retirar	U	
reunion	reunión	uniform	uniforme
rich	rico(a)		
rock	roca	V	
route	ruta	vegetables	vegetales
		version	versión
S		visit (to)	visitar
secret	secreto	volleyball	voleibol
September	septiembre	vote (to)	votar
series	serie		
sofa	sofá		
special	especial		

Adapted from: Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.

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Frayer Model

In own words	Picture	
Examples from life	Word	Non-examples from life

Graphic Organizers for Writing

Characters

First

Next

Then

Finally

Main Idea and Details

Main Idea

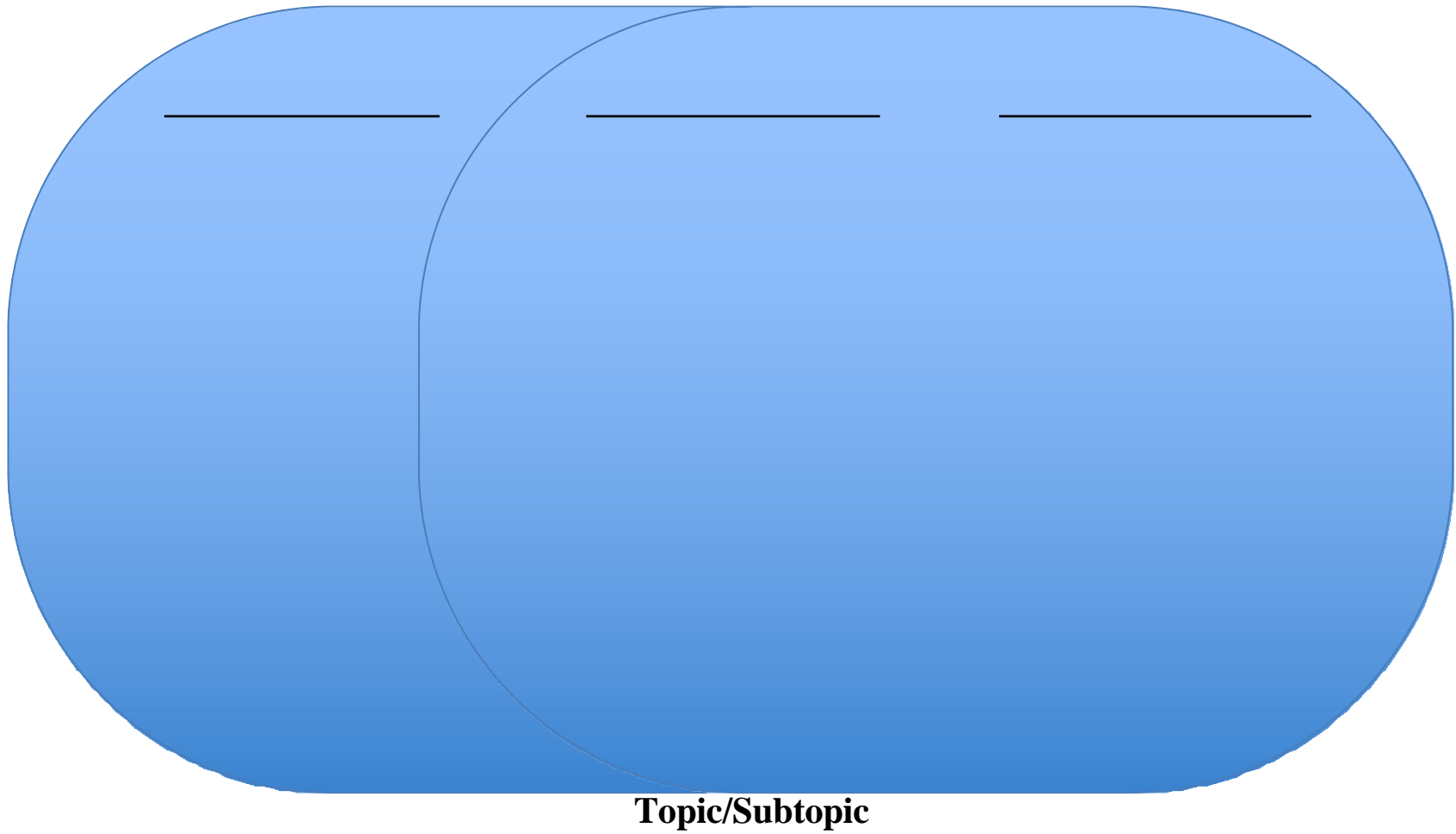
I know this because I read:

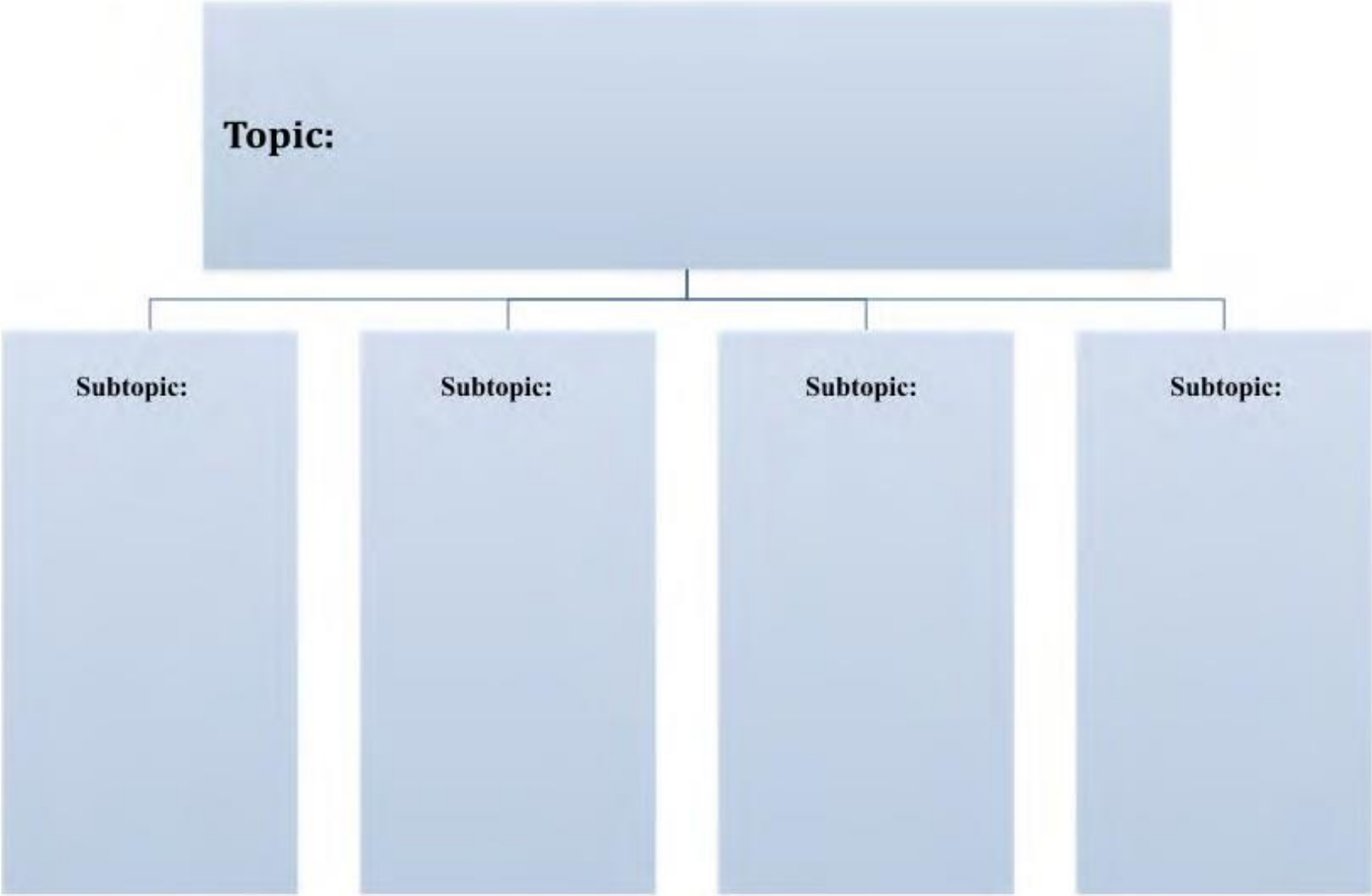
Detail

Detail

Detail

Compare and Contrast





Adapting Implementation of BELLA Strategies by Wida Proficiency Levels

Strategy	Entering/Emerging: Level 1/2 ¹	Developing/Expanding: Level 3/4 ¹	Bridging/Reaching: Level 5/6 ¹
Linguistic Complexity¹	<ul style="list-style-type: none"> ● Single statements or questions ● An idea within words, phrases, or chunks of language ● Multiple related simple sentences ● An idea with details 	<ul style="list-style-type: none"> ● Discourse with a series of extended sentences ● Related ideas ● Connected discourse with a variety of sentences ● Expanded related ideas 	<ul style="list-style-type: none"> ● Rich descriptive discourse with complex sentences ● Cohesive and organized related ideas ● Language that meets all criteria across all proficiency levels
Language Forms & Conventions¹	<ul style="list-style-type: none"> ● Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) ● Common social and instructional forms and patterns ● Compound grammatical constructions ● Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> ● Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions ● Sentence patterns across content areas ● A variety of complex grammatical constructions ● Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> ● Compound, complex grammatical constructions (e.g., multiple phrases and clauses) ● A broad range of sentence patterns characteristic of particular content areas ● Language that meets all criteria across all proficiency levels
Vocabulary Usage¹	<ul style="list-style-type: none"> ● General content-related words ● Everyday social and instructional words and expressions ● General content words and expressions, including cognates ● Social and instructional words and expressions across content areas 	<ul style="list-style-type: none"> ● Specific content language, including expressions ● Words and expressions with common collocations and idioms across content areas ● Specific and some technical content-area language ● Words or expressions with multiple meanings across content areas 	<ul style="list-style-type: none"> ● Technical and abstract content-area language, including content-specific collocations ● Words and expressions with shades of meaning across content areas ● Language that meets all criteria across all proficiency levels
Variations and Adaptations to BELLA Strategies Based on Students' English Proficiency Levels			
Say It Move It	<ul style="list-style-type: none"> ● As often as possible, choose decodable words that can easily be represented visually ● Model the Say It Move It process for students initially, and have them repeat your word(s) 	<ul style="list-style-type: none"> ● Choose words that students are likely to encounter when reading ● Initially, model the Say It Move It process, then have students apply with a new word ● Give clear oral instructions to students 	<ul style="list-style-type: none"> ● Use Say It Move It as intended ● Give support as needed using adaptations from Developing/Expanding and/or Entering/Emerging

	<ul style="list-style-type: none"> ● Give clear instructions supplemented with visuals and movement as needed ● Remember, skills like phonemic awareness can transfer cross-language, so using L1 (if possible) to model can be beneficial to students. 		
Blend As You Go	<ul style="list-style-type: none"> ● As often as possible, choose decodable words that can easily be represented visually ● Model the Blend As You Go process for students initially, and have them repeat your word(s) ● Give clear instructions supplemented with visuals and movement as needed 	<ul style="list-style-type: none"> ● Choose words that students are likely to encounter when reading, including text-specific words ● Initially, model the Blend As You Go process, then have students apply with a new word ● Give clear oral instructions to students 	<ul style="list-style-type: none"> ● Use Blend As You Go as intended ● Give support as needed using adaptations from Developing/Expanding
Cognates	<ul style="list-style-type: none"> ● As often as possible, choose English cognates students know in L1, choosing basic words students will use in everyday conversation or in reading ● Model similarities and differences for the cognates in terms of meaning and spelling, then have students practice noting similarities/differences between the words in L1 and L2 ● Give clear instructions supplemented with visuals and movement as needed 	<ul style="list-style-type: none"> ● Choose cognates that students are likely to encounter when reading ● Initially, model how a set of cognates relate, then have students apply the same process with a related set of cognates ● Give clear oral instructions to students 	<ul style="list-style-type: none"> ● Teach cognates as intended ● Give support to students as needed using adaptations from Developing/Expanding
Text Talk	<ul style="list-style-type: none"> ● Choose key words or concepts that students will use in everyday conversation (Tier 1) or across content areas (Tier 2) ● Use Text Talk with simple grammatical constructions 	<ul style="list-style-type: none"> ● Choose key words or concepts that students will use across content areas (Tier 2) ● Use Text Talk with a variety of clear grammatical constructions ● Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> ● Use Text Talk as intended ● Give support to students as needed using adaptations from Developing/Expanding

	<ul style="list-style-type: none"> ● Have students practice the corresponding (to writing) English oral language 		
Frayer Model	<ul style="list-style-type: none"> ● Choose key words or concepts that students will use in everyday conversation or in reading content area text ● Model filling in the Frayer model organizer for students or work from one group organizer (teacher as scribe) ● Write key words and phrases on the organizer with simple grammatical constructions ● Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> ● Choose key words or concepts that students will use need for reading content area texts ● Model filling in the Frayer model organizer for students: work from one group organizer (teacher & students as scribe), then allow students to work with partners (optional) ● Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> ● Teach the Frayer Model as intended ● Give support to students as needed using adaptations from Developing/Expanding
Modified DRA	<ul style="list-style-type: none"> ● Choose simple texts that contain key vocabulary and concepts relevant to everyday conversation or simple content area text ● Spend significant time building background in English related to the text (e.g., visuals, videos) ● Model the first reading of the text to students and read chorally on subsequent readings ● Have students practice the English oral language from the text prior to reading 	<ul style="list-style-type: none"> ● Choose texts that contain key vocabulary and concepts relevant to or simple content area text ● Spend significant time building background in English related to the text (e.g., visuals, videos) ● Model the first reading of the text to students only if needed and read chorally or with partners on subsequent readings ● Have students practice the English oral language from the text prior to reading 	<ul style="list-style-type: none"> ● Use Modified DRA as intended ● Give support to students as needed using adaptations from Developing/Expanding
Sentence Frames	<ul style="list-style-type: none"> ● Choose sentences or words directly from the text with only 1-2 missing words that are simple nouns ● Choose sentences with simple grammatical constructions 	<ul style="list-style-type: none"> ● Choose sentences or words directly from the text with missing words that are simple nouns, verbs, or adjectives 	<ul style="list-style-type: none"> ● Teach Sentence Frames as intended ● Use sentences directly from the book or that demonstrate comprehension strategies (e.g., “The main idea of this book was...”)

	<ul style="list-style-type: none">● Allow a range of student responses including pointing to visuals, single words, and use of L1	<ul style="list-style-type: none">● Choose sentences with a variety of grammatical constructions, but that are clear● Allow students to respond orally or in writing	<ul style="list-style-type: none">● Give support to students as needed using adaptations from Developing/Expanding
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ote. WIDA Consortium. (2012). *2012 Amplification of the English Language Development Standards, Kindergarten-Grade 12*. Madison, WI: Board of Regents of the University of Wisconsin System. Available from: www.wida.us

BELLA Strategies and the NC Standard Course of Study

<u>Strategy:</u>	<u>Kindergarten:</u>	<u>First:</u>
<p style="text-align: center;">Say It, Move It (<i>supporting phonemic awareness</i>)</p>	<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ 	<p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

<p>Blend As You Go <i>(supporting phonemic awareness and phonics)</i></p> <p><i>(integrating skills to decode unknown words)</i></p>	<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.5 Read emergent-reader texts with purpose and understanding.</p>	<p>RF.1.3• Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
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	<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.5 Read emergent-reader texts with purpose and understanding.</p>	<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
<p>Teaching Cognates (<i>supporting comprehension</i>)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>RI.K.9 With prompting and support, identify basic</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p>

	<p>similarities in and differences between two texts on the same topic.</p>	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>
<p>Framer Model (<i>supporting vocabulary</i>)</p>	<p>RL.K.5 Recognize common types of texts.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p>
<p>Text Talk for Vocabulary (<i>supporting vocabulary</i>)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>

<p>Modified DRA (<i>supporting comprehension of a text</i>)</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>
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<p>Writing from Sentence Frames <i>(supporting oral language and comprehension)</i></p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> <p>RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented o</p>
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