

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) • 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. 	<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
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 • 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 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

Fray 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 ● Allow a range of student responses including pointing to visuals, single words, and use of L1 	<ul style="list-style-type: none"> ● Choose sentences or words directly from the text with missing words that are simple nouns, verbs, or adjectives ● 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"> ● 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...”) ● Give support to students as needed using adaptations from Developing/Expanding