BELLA INSTRUCTIONAL STRATEGIES

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Who are ~~ELs?~~ ⟶ MLs

English Learners (ELs) are students who are exposed to more than one language on a consistent basis
- EL is the legal term used in the Every Student Succeeds Act (ESSA)

The term *multilingual learner* (ML) recognizes that...
- students are actively learning and engaging in multiple languages
- one language is not prioritized over another

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MLs Are Not a Monolithic Group

MLs vary in terms of their…

- first language & proficiency (speaking, reading, writing, listening)
- current English language proficiency (speaking, reading, writing, listening)
- background knowledge and opportunities
- academic ability (dual- identification SWD/ML, GT/ML)
- access to language(s) at home

2 types of instructional strategies…

Word level (constrained)

Text level (unconstrained)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURES (syntax, semantics, etc.)

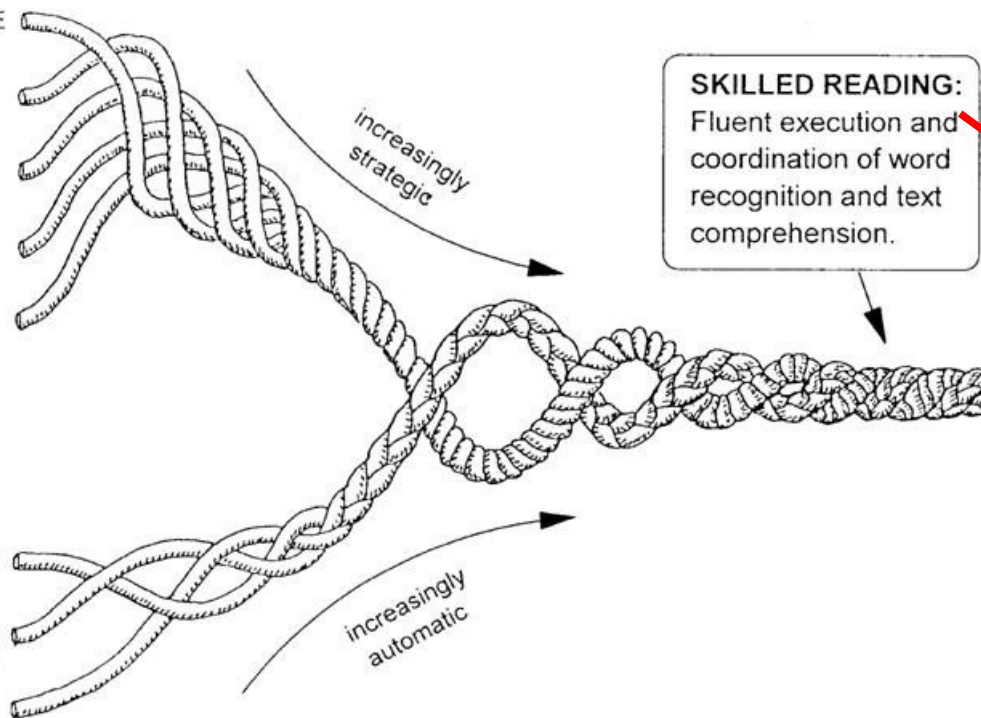VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

increasingly strategic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)

increasingly automatic

What does this really mean?

BELLA Strategic Relationships

Modified DRA

Language Frames

Cognates

Vocab Text Talk

Frayer Model

Blend As You Go

Say It, Move It

Oral lang & Comp development

Integrated strategies

Automaticity and accuracy

Skilled & Proficient Oral Language and Reading

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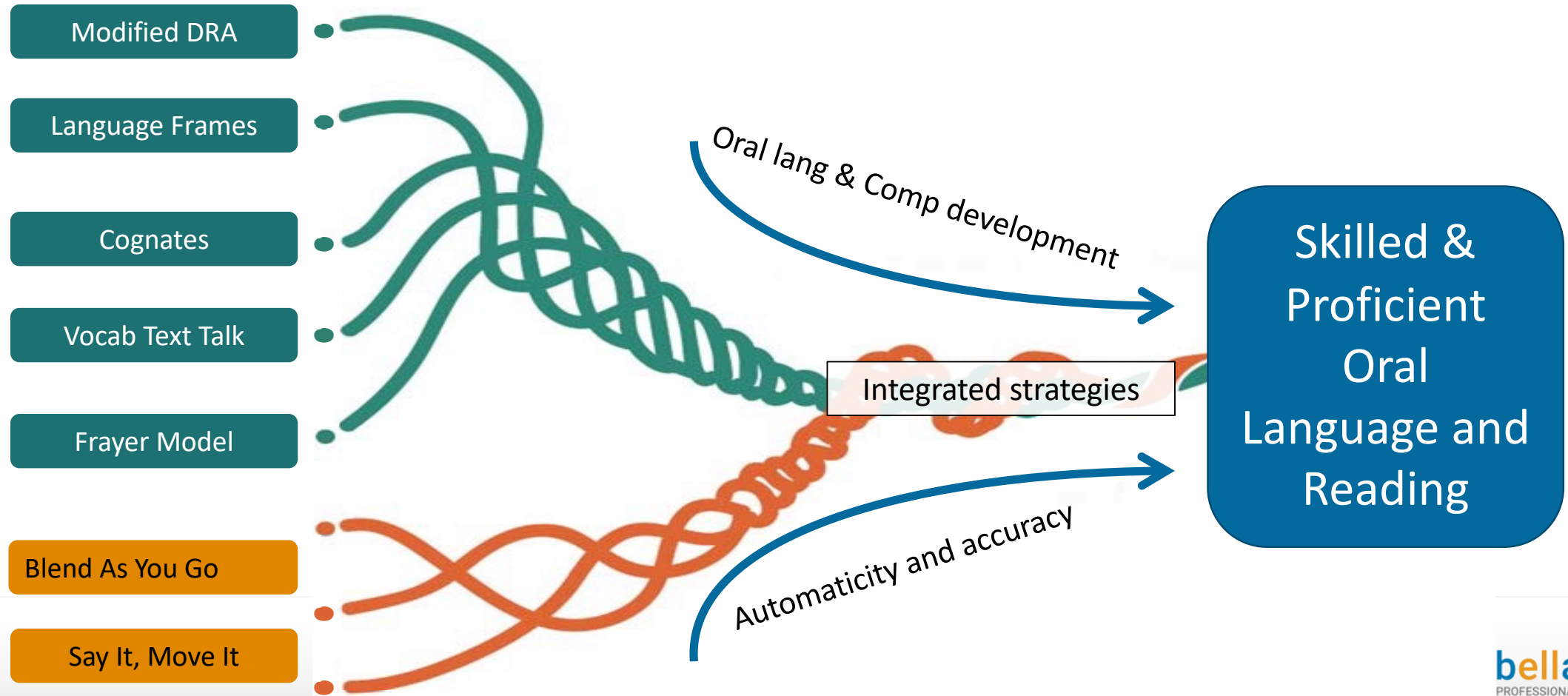
Let's get oriented to some of the materials you have…

BELLA Strategies for PA & Word Rec

1. *Say It, Move It*

2. *Blend As You Go*

1. *Say It, Move It* with Print

m p **o**

_____ _____ _____ _____ _____

Say It, Move It with Print

- Introduce a word orally: "We're going to make the word *mop*." (cover letter cards). "What is a mop?"(meaning)
- "What sound do you hear right here [point to first space] at the beginning of *mmmmmmop*?"
- Student should isolate /m/ (with coaching if necessary)
- Uncover letters – "which of these says /m/?"
- Student slides M to first space while making the sound
- Continue with other sounds in word ("*moooooop*")
- At end, "Lets check each one –" Student should isolate each sound, then say the whole word.

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Say It, Move It

Discussion

- What's your initial reaction?

- How is this similar to/different from something you already do?

- How could you collaborate around this instructional strategy?

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Try Out *Say It, Move It*:

- Share a set of letters and board

- Role play teacher/student

- Each teacher have your student make:
  - map
  - top
  - ship

Remember:
(a) support and check for meaning!
(b) Say the whole word – don't segment for them!

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Say It, Move It with Print

Tips:

- To develop phonemic awareness, you need words that are regularly spelled (each letter makes a sound)

- <u>Say the whole word! Don't segment for them – then you've done all the work</u>

- It's ok to overemphasize particular sounds to help students hear them

- Pay attention to pronunciation

- <u>Use supplemental materials to support meaning</u>

2. Blend As You Go

r i p

"Can you read this word?"

Blend As You Go

r

"What sound does this make?"

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Blend As You Go

r i

"Now what sound? Put the two together."

"riiiiiiii…"

Blend As You Go

r i p

"riiiiiiii...p"

Blend As You Go

- Introduce a word in print: "Can you read this word?"
- 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).
- Student should isolate /r/ (with coaching, if necessary).
- Next, uncover the next *sound* – "Now what sound? Put the two together." ("/riiii/")
- Continue with additional sounds in word. ("/riiiip/. Rip")
- "What does *rip* mean?" (meaning)
- Be sure the student is blending/sliding the sounds together and not segmenting. Provide a model if necessary.
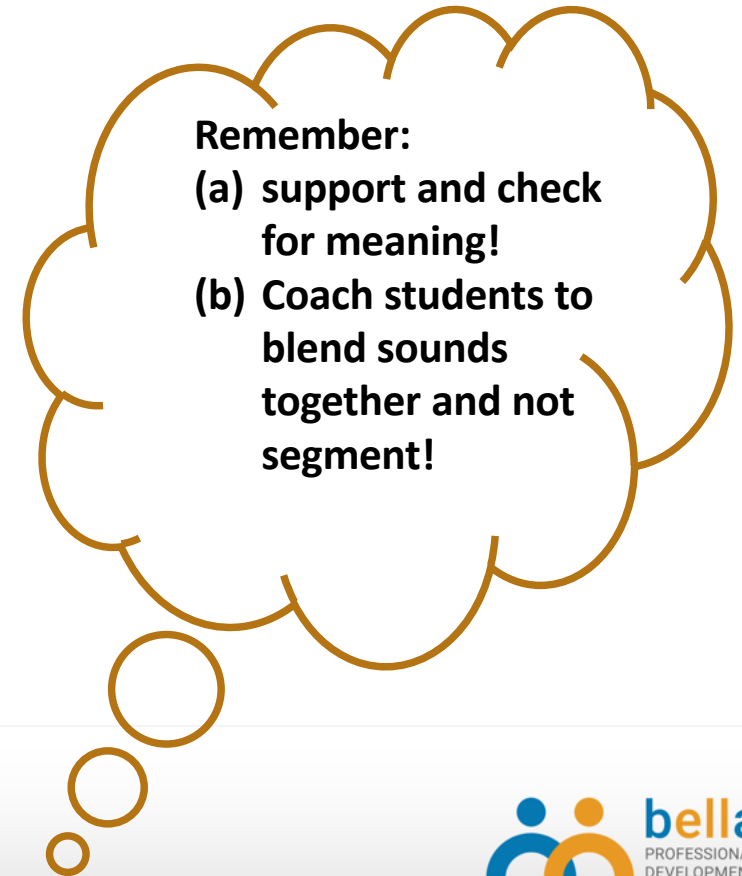
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Blend As You Go

Discussion

- What's your initial reaction?

- How is this similar to/different from something you already do?

- How could you collaborate around this instructional strategy?

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Try Out *Blend As You Go*:

- Share a white board and markers

- Role play teacher/student

- Each teacher have your student read/blend:
  - nap
  - sit
  - fast

Remember:
(a) **support and check for meaning!**
(b) **Coach students to blend sounds together and not segment!**

Comments or Questions?

LETTERLAND AND BELLA

Letterland and BELLA

Phonemic Awareness

Phonological Awareness

Phonics Knowledge

Word Recognition

Builds Vocabulary

Oral Language Development

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Letterland and BELLA

- Guides phonological awareness growth or the ability to recognize or manipulate the spoken parts of words. (Oral language/Hearing)
- Increase phonemic awareness by allowing students time to identify and manipulative phonemes. (Oral Language/Hearing)
- Aids in phonics knowledge and word recognition development. (Print)
- Builds vocabulary by allowing time for students to construct meaning.
- Oral language development by providing time for students practice saying sounds, words, and sentences.

Enhancement in Letterland with BELLA Strategies

Live Spelling	Say It, Move It

• During whole group, you notice students are:
 	
   • Demonstrating difficulty constructing meaning from the word
 	
   • Demonstrating difficulty with the ability to hear sounds in words (phonemic awareness)
 	
   • Demonstrating difficulty with matching letters and sounds (Phonics)
	• BELLA Strategy:
	
	   • Construct meaning by providing supplemental materials
	
	   • Teacher will say the **WHOLE** word (do not segment).
	
	   • Prompt **student** to **segment** each phoneme within the target word. (Phonemic Awareness-hearing the sound) Student will identify letter that corresponds to sound.
	
	   • Prompt student to say each individual sound and then read the whole word. (Phonics)

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Enhancement in Letterland with BELLA Strategies

Live Reading

- During whole group, you notice students are:
    - Demonstrating difficulty with word recognition.
    - Demonstrating difficulty with blending sounds.
    - Demonstrating difficulty with constructing meaning.

Blend as You Go

- BELLA Strategy:
    - Teacher will ask students to read the word. (If it is known, students will not blend the word.)
    - Teacher will prompt students to **blend** or slide the sounds. ***Do not segment. Students need explicit instruction on blending.***
    - Construct meaning by providing supplemental materials.

Example BELLA and Letterland

Vocabulary Cards/Word Picture Matching (Kinder)
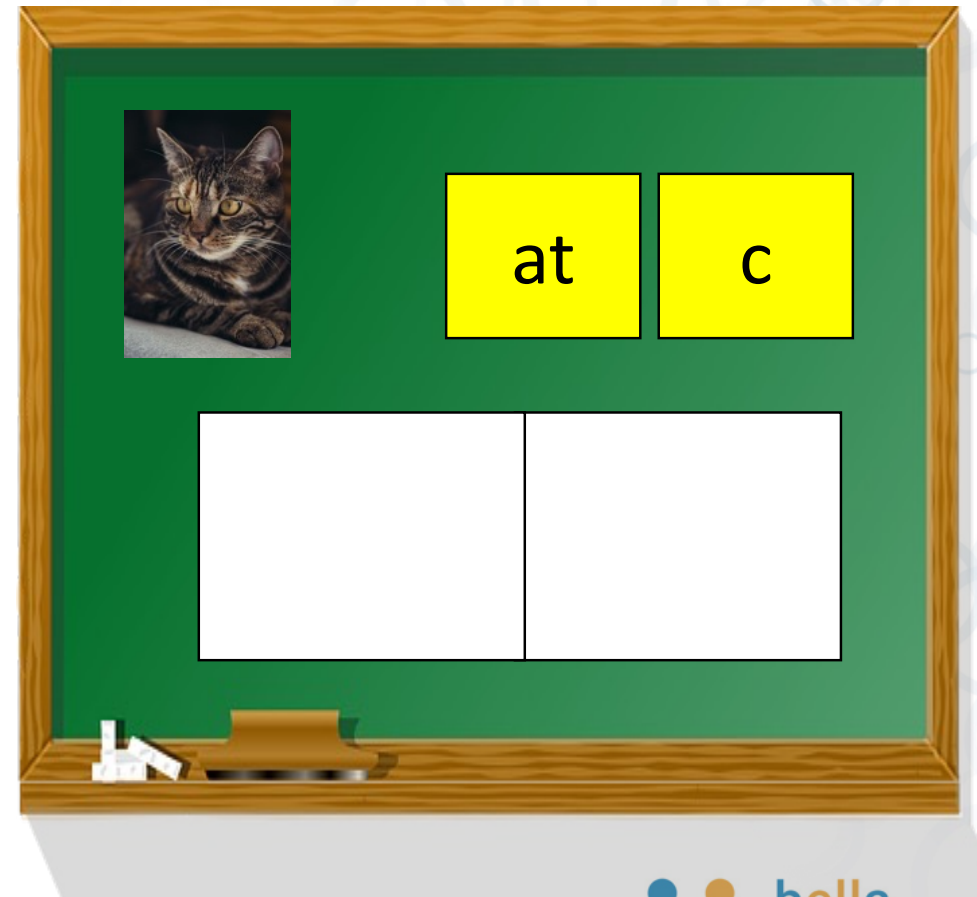
- *Unit 1: Lesson 108*
- Cat and Hat (Vocabulary Cards)
  - Discuss –at word family
  - Show picture card (cat and hat)
  - Construct meaning for words
  - Have students read the word by using Blend as You Go

# Example BELLA and Letterland

Word Building (Kinder)

- *Unit 1: Lesson 109*
- Building the word 'cat'
  - Say the word 'cat'
  - Construct meaning
  - Build word using onset and rime
  - Have students say onset and rime after pulling down cards
  - Blend to read the word
  - (Say It, Move It *small group with c,a,t)

Example BELLA and Letterland

Sentence Building (Kinder)

- *Unit 1: Lesson 109*
- Sentence Building
  - Read the language frame (sentence) to the students.
  - Have students repeat the language frame.
  - Read the key words (cat, sat). Have students repeat.
  - What word would go in blank? Students share with partner.
  - Reread sentence. Discuss rimes.

cat   sat

gato

The _____ is fat.
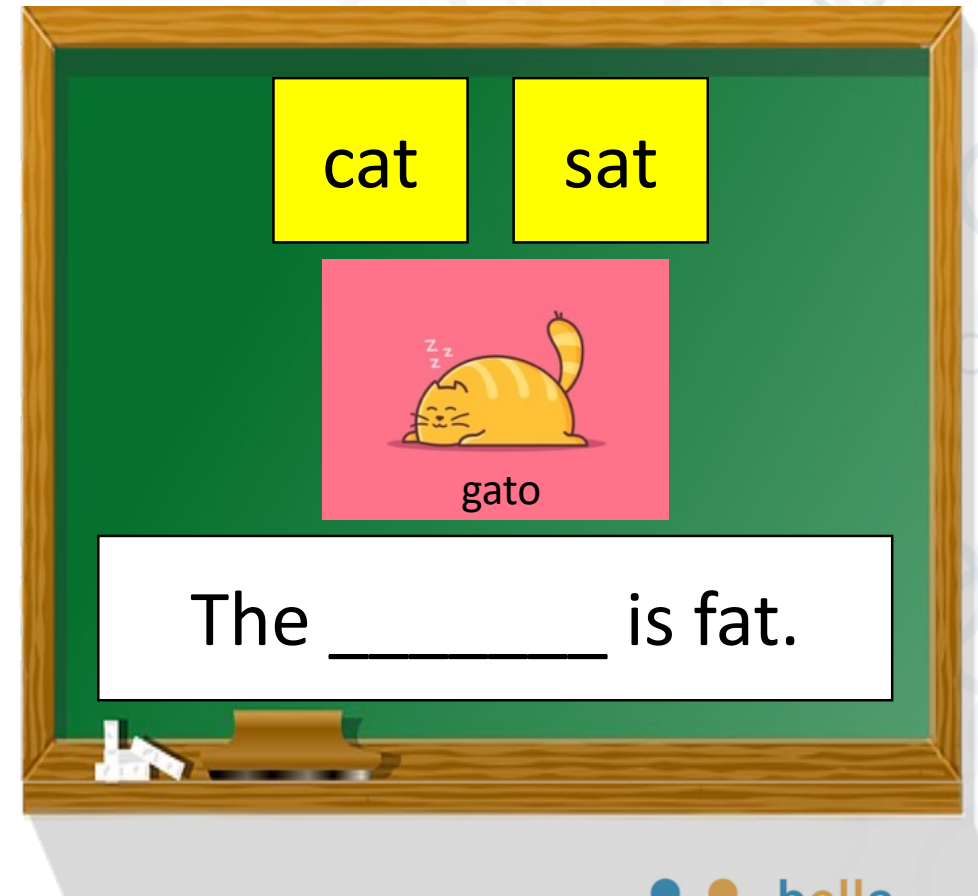
Adapting Implementation of BELLA Strategies by WIDA Proficiency Levels

Strategy	Entering/Emerging: Level 1/2[1]	Developing/Expanding: Level 3/4[1]	Bridging/Reaching: Level 5/6[1]
Linguistic Complexity[1]	• Single statements or questions • An idea within words, phrases, or chunks of language • Multiple related simple sentences • An idea with details	• Discourse with a series of extended sentences • Related ideas • Connected discourse with a variety of sentences • Expanded related ideas	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas • Language that meets all criteria across all proficiency levels
Language Forms & Conventions[1]	• 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	• 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	• 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 Usage[1]	• 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	• 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	• 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	• 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.	• 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	• Use Say It Move It as intended • Give support as needed using adaptations from Developing/Expanding and/or Entering/Emerging
Blend As You Go	• 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	• 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	• Use Blend As You Go as intended • Give support as needed using adaptations from Developing/Expanding

BELLA Strategies and the NC Standard Course of Study

Strategy:	Kindergarten:	First:
Say It, Move It *(supporting phonemic awareness)*	RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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. RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words. 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	RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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). RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words. 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.
Blend As You Go (supporting phonemic awareness and phonics)	RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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.	RF.1.3· Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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). RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.

| (integrating skills to decode unknown words) | RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
 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

RF.K.5 Read emergent-reader texts with purpose and understanding. | 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.

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary |