

# BELLA: MODIFIED DRA

# 2 types of instructional strategies...



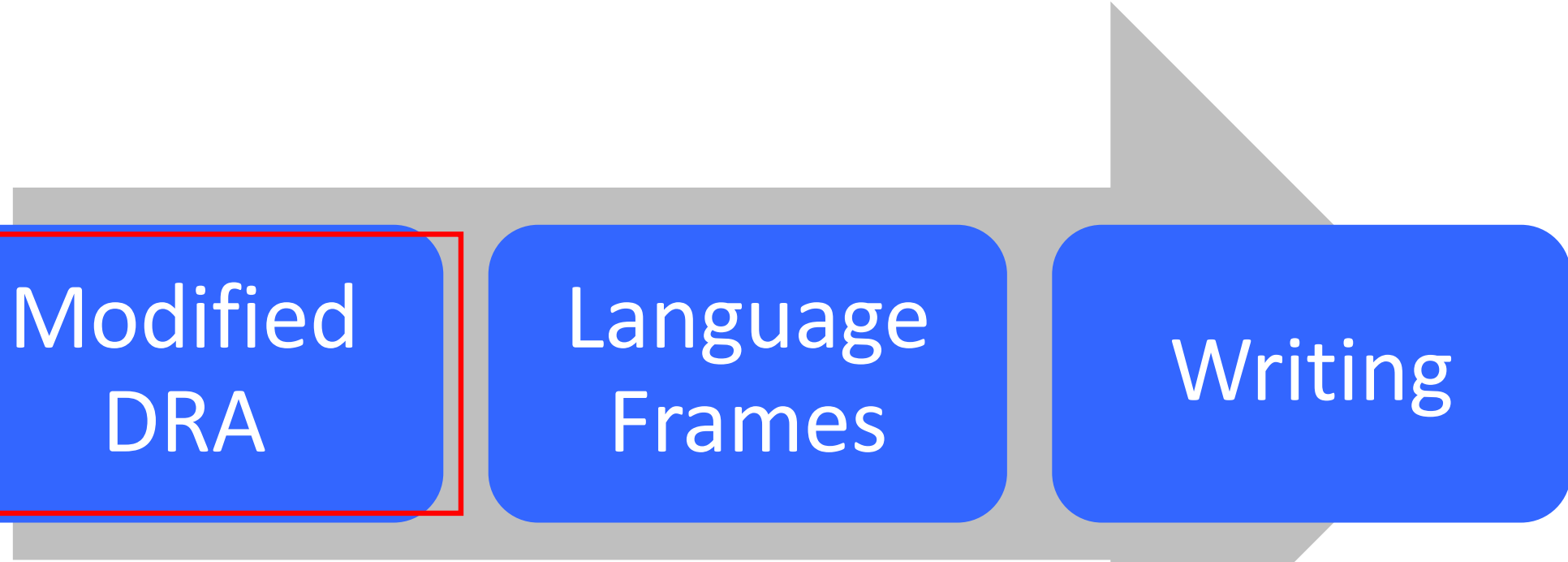
Word level  
(constrained)



Text level  
(unconstrained)

# Where we're heading...

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# Original Directed Reading (or Listening) Activity

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1. Develop background knowledge
2. Teach sight words and/or key vocabulary
3. Set purpose for reading first chunk of material
4. Students read on their own (or listen as the teacher reads)
5. Discuss (prep questions, but aim for discussion)
6. Repeat for second chunk of text and so on.
7. Follow-up activities can also be used

# Modified DRA (or Listening)

## Pre-step: Clearly state lesson objective(s) for students

1. Develop background knowledge (**MUST for MLs!**)
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 if student text)**
9. Follow-up activities can also be used (**re-reading, summarizing, writing, etc.**)

## Post-step: Make logical and clear lesson closure



# Modified DRA

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**Pre-step: Clearly state lesson objective(s) for students**

1. Develop background knowledge (**MUST for MLs!**)
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9. Follow-up activities can also be used (**re-reading, summarizing, writing, etc.**)

**Post-step: Make logical and clear lesson closure**



# Modified DRA



# Video Discussion

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- What's your initial reaction?
- How is this similar to/different from something you already do?
- How could you collaborate around this instructional strategy?



# Sample Text & Plan

- *Brandon's New School*
- Level F



Brandon's New School  
ISBN 978-1-58453-046-6

Written by Michèle Dufresne  
Photographs by Michele Dufresne  
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# Brandon's New School



by Michèle Dufresne

Pioneer Valley Educational Press, Inc.

It is Brandon's first day  
at his new school.  
"I like my old school,"  
said Brandon  
to his mother and father.



2

"This is a good school,"  
said Brandon's mother.  
"You will like it here."



3



"Hi, Brandon,"  
said the teacher.  
"Come in and meet the kids.  
You will like it here.  
You will read lots of books  
and have lots of fun, too."



"Oh no," said Brandon.  
"I can't read!"



6

"I will help you!"  
said the teacher.  
"Come on.  
The boys and girls  
will be very happy  
to have a new friend."

7



8

“Boys and girls,  
this is Brandon,”  
the teacher said.

“Hi, Brandon,”  
said the boys and girls.

9



“Come on, Brandon,”  
said a girl.  
“I will read you my book.”  
“Sit here with me!”  
said a boy.  
“Come and look  
at my picture,”  
said another girl.

10

“Oh,” said Brandon.  
“OK.”



11

"Oh, Mom!" said Brandon.

"I like my new school.

I made lots of new friends.

And Mom," said Brandon.

"I can read this book!"





# Discussion

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At your table:

- Read through the plan together (*only Section I, through step 6*)
- Discuss what stands out to you or what you notice
- Then, we'll discuss...

# Modified DRA Discussion

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- How did we provide support for students prior to reading this text?
- How did we support students while reading this text?
- How did we support students after reading?

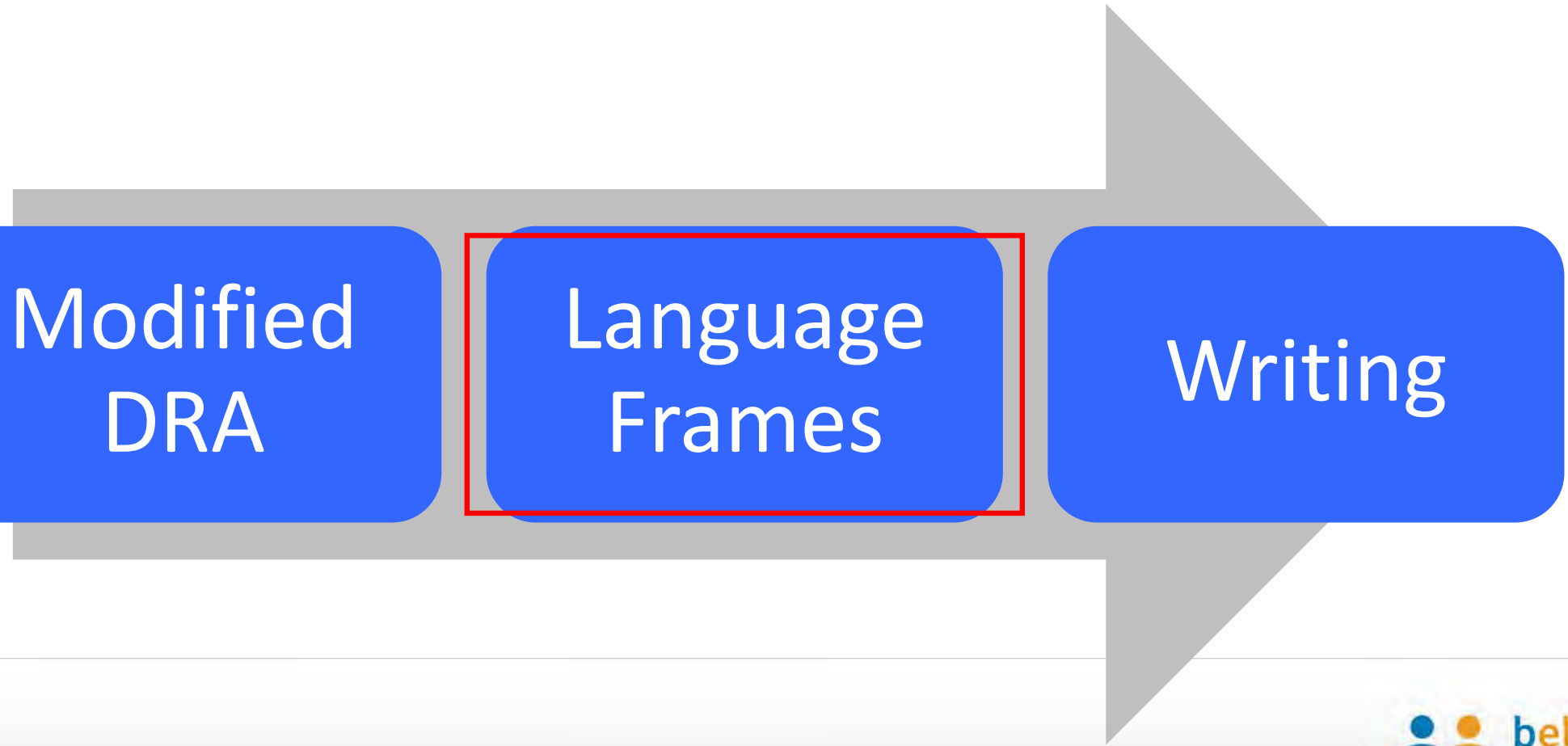
# A Second Example...



- Example of DLA
- Listening example, rather than reading
- Exact same structure
- Quickly review, Part I of the plan...

# Where we're heading...

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# Retelling/Summarizing

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- Using language/sentence frames
- Why?
  - Oral language benefits!!
  - Literacy benefits
- Generic frame quickly customized for each text
- Lots of instructional and language considerations

# Sentence Frames



# Video Discussion

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- What's your initial reaction?
- How is this similar to/different from something you already do?
- How could you collaborate around this instructional strategy?

# Language Frames (w/MDRA)

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 Brandon.” 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).



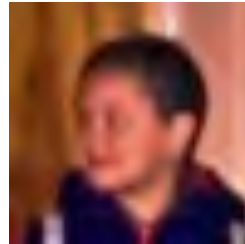


5. Then, ask, “What happens in the story first?” Again, allow for a range of responses.
6. Then, make a statement incorporating the information from the previous step. For example, “First, \_\_\_\_\_ tells his mom and dad he likes his old school.” Have students chorally repeat the oral language structure several times as needed.
7. Transfer the oral language to a sentence frame. Create frames specific to students’ proficiency levels. After completing the steps for what happened first, repeat steps 5-7 for what happened next, then, and finally.
8. 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.

# Sentence Frame

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- *Who is in the story?* (“Brandon” “parents” “teacher” “kids”)



- State: *The main character in the story is Brandon.* [students repeat]
- Frame: The main character in the story is \_\_\_\_\_.

# Language Frames

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- *What happens in the story first?* (“Brandon goes to a new school”; “Brandon is scared” ; “school”)
- State: *First, Brandon tells his mom and dad he likes his old school.* [students repeat]
- **First,** \_\_\_\_\_ tells his mom and dad he likes his old school.
- **First,** \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old school.
- **First,** \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old \_\_\_\_\_.

# Language Frame

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- *What happens in the story next?* (“Brandon is nervous”; “Brandon likes his old school” ; “teacher”)
- State: *Next, Brandon tells his teacher he can’t read.* [students repeat]
- Next, \_\_\_\_\_ tells his teacher he can’t read.
- Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can’t read.
- Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can’t \_\_\_\_\_.

# Language Frame

- *Then, what happens in the story?* (“Brandon plays with the kids”; “He reads” ; “new school”)
- State: *Then, Brandon plays and reads with other children in the new school.* [students repeat]
- Then, \_\_\_\_\_ plays and reads with other children in the new school.
- Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the new school.
- Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the school.

# Language Frame

- *Finally, what happens in the story?* (“Brandon reads a book”; “Draws picture”; “Happy”; “book”)
- State: *Finally, Brandon tells his mom he likes his new school and can read!*
- Finally, \_\_\_\_\_ tells his mom he likes his new school and can read!
- Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and can read!
- Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and \_\_\_\_\_ read!

# Summarizing Frame - Entering

---

The main character in the story is \_\_\_\_\_.

**First,** \_\_\_\_\_ tells his mom and dad he likes his old school.

**Next,** \_\_\_\_\_ tells his teacher he can't read.

**Then,** \_\_\_\_\_ plays and reads with other children in the new school.

**Finally,** \_\_\_\_\_ tells his mom he likes his new school and can read!

# Summarizing Frame - Developing

---

The main character in the story is \_\_\_\_\_.

First, \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old school.

Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can't read.

Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the new school.

Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and can read!



# Summarizing Frame - Bridging

---


The main character in the story is \_\_\_\_\_.

First, \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old \_\_\_\_\_.



Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can't \_\_\_\_\_.



Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the new \_\_\_\_\_.



Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and can \_\_\_\_\_!

 **Gabby** is the main character of the story.

First, Mom and Dad carry the  tree into the  house.

Next, Mom and Dad move Gabby's  to make room for the  tree.

Then, Mom, Dad, and the  **boys** put  on the Christmas tree.

Finally, Gabby goes to  under the Christmas .

---

Read the rest of the plan for:

*Brandon's New School*

&

*René Has Two Last Names/René Tiene  
Dos Apellidos*



# As Students Progress...

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- Language Frames could facilitate use of a *comprehension strategy*, rather than a summary right from the text
- Some examples...






# Finding the Main Idea

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The main idea of this book was \_\_\_\_\_

I know this because I read \_\_\_\_\_, and

\_\_\_\_\_, and \_\_\_\_\_

The book was mainly  
all about .  
Coral Reefs are made  
of .  
They are home to  
many   

# Compare & Contrast

---

\_\_\_\_\_ and \_\_\_\_\_ are the same in the following ways \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are different in the following ways \_\_\_\_\_.

So, \_\_\_\_\_ and \_\_\_\_\_ are alike/different because \_\_\_\_\_.

# Where we're heading...

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Modified  
DRA

Language  
Frames

Writing



# Moving on to Writing...

---

- Use a process to:
  1. Solidify oral language structures from the text (think language frames!);
  2. Plan for writing;
  3. Write!
  4. (and later, Refine!)

# 1. Solidify Oral Language Structures

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- With a partner, students use their copies of the language frames to:
  - Read aloud their summary to a partner; then,
  - Answer/discuss the following questions:
    - Who were the characters?
    - What happened first (beginning)?
    - What happened next (middle)?
    - What happened last (end)?

# Summarizing Frame - Entering

---

The main character in the story is \_\_\_\_\_.

**First,** \_\_\_\_\_ tells his mom and dad he likes his old school.

**Next,** \_\_\_\_\_ tells his teacher he can't read.

**Then,** \_\_\_\_\_ plays and reads with other children in the new school.

**Finally,** \_\_\_\_\_ tells his mom he likes his new school and can read!

# Summarizing Frame - Developing

---

The main character in the story is \_\_\_\_\_.

First, \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old school.

Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can't read.

Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the new school.

Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and can read!

# Summarizing Frame - Bridging

Informational  
Text?

The main character in the story is \_\_\_\_\_.

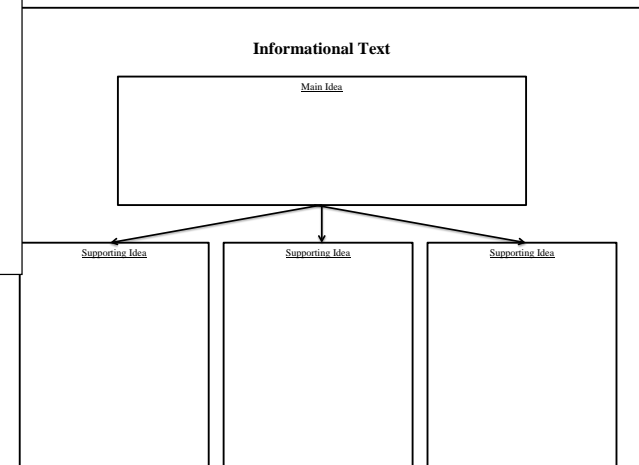
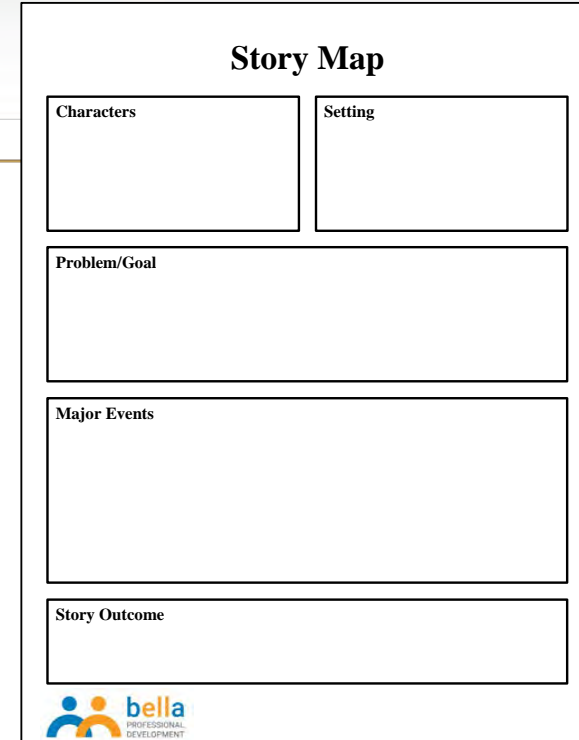
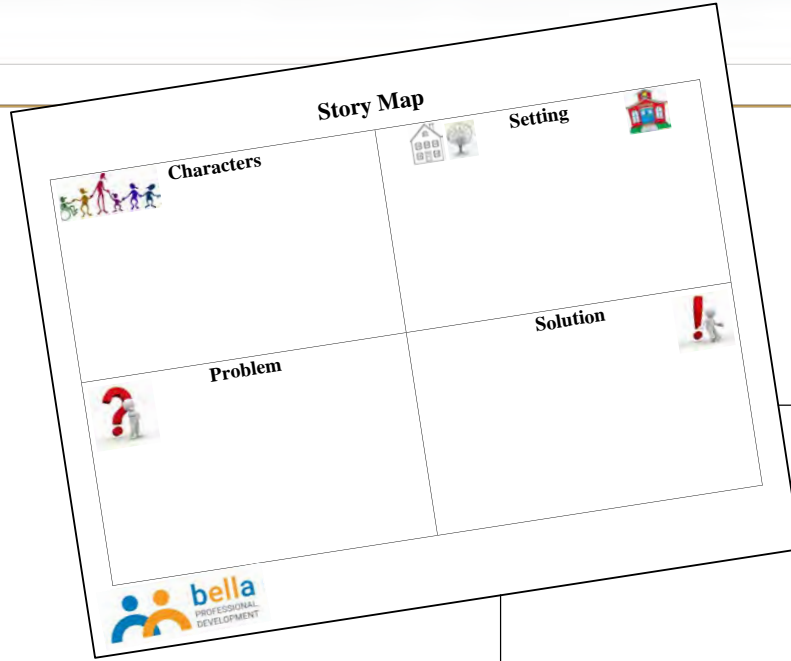
First, \_\_\_\_\_ tells his \_\_\_\_\_ and \_\_\_\_\_ he likes his old \_\_\_\_\_.

Next, \_\_\_\_\_ tells his \_\_\_\_\_ he can't \_\_\_\_\_.

Then, \_\_\_\_\_ plays and \_\_\_\_\_ with other \_\_\_\_\_ in the new \_\_\_\_\_.

Finally, \_\_\_\_\_ tells his \_\_\_\_\_ he likes his \_\_\_\_\_ and can \_\_\_\_\_!

# 2. Plan for Writing



## Summary

**Characters**

**First**

**Next**

**Then**

**Finally**

## Main Idea and Details

**Main Idea**

**I know this because I read:**

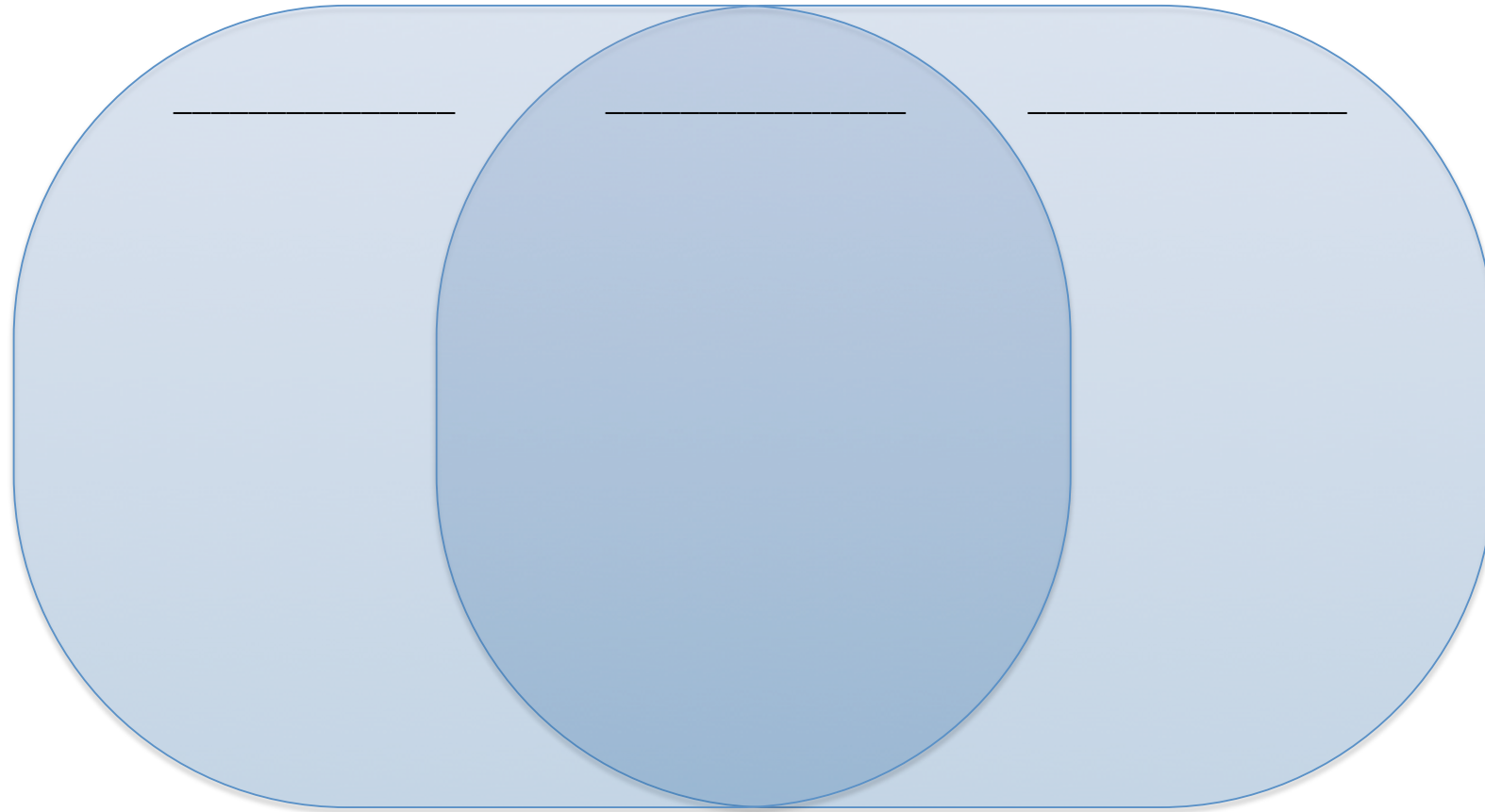
**Detail**

**Detail**

**Detail**



## Compare and Contrast



## Topic/Subtopic

**Topic:**

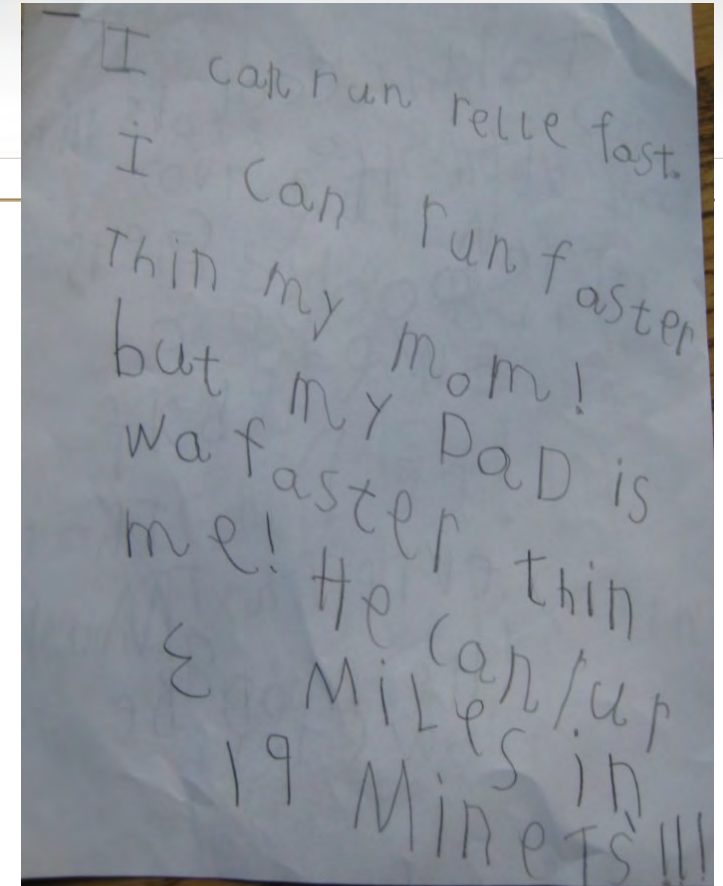
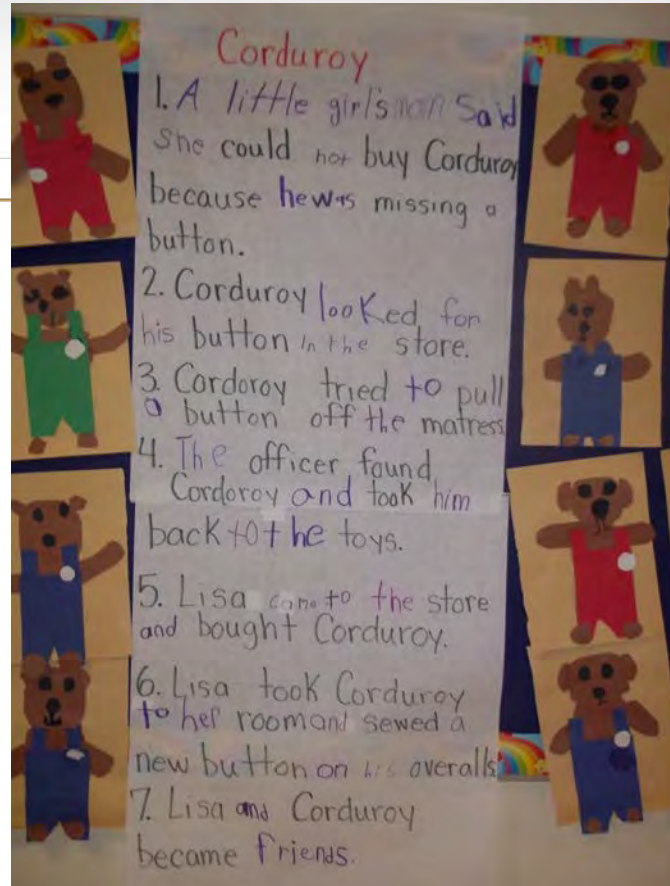
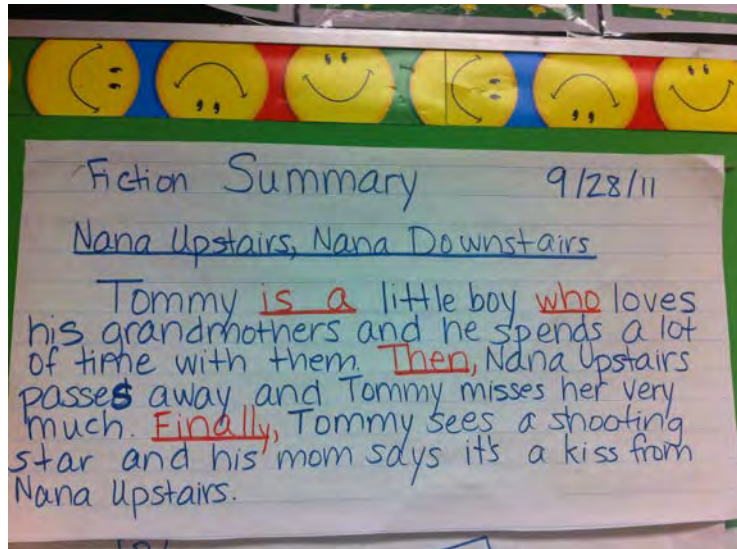
**Subtopic:**

**Subtopic:**

**Subtopic:**

**Subtopic:**

# 3. Writing!



Modeled

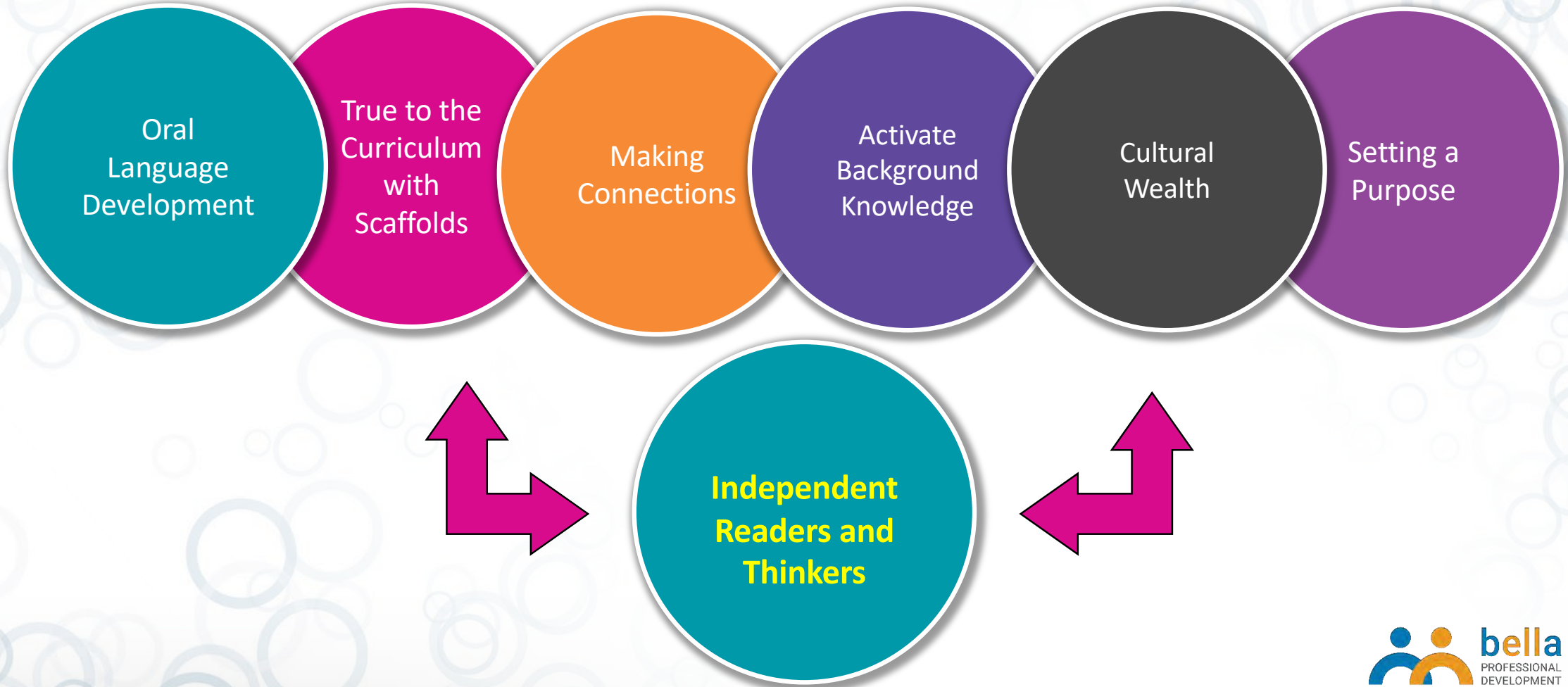
Shared

Interactive

Independent

# EL AND BELLA

# BELLA and Literacy Block





# EL and BELLA

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Vocabulary  
Development

Rigorous  
Text

Promoting  
Comprehension

Oral  
Language

Making  
Connections

Activating  
Background  
Knowledge

# EL and BELLA



- Increase oral language by allowing time for students to discuss with peers
- Expose students to language of text (MDRA-teacher directed book preview, EL-Language Dives)
- Increasing vocabulary by exposing students to rigorous text(s)
- Activating background knowledge or allowing students to explore unit topic
- Cultural Wealth-inviting students to share their family/backgrounds/experiences/language with one another
- Comprehension development or the intentional interaction between the reader and the text

# Enhancement in EL with BELLA Strategies

## First Grade Module 3

- MDRA (Components)
  - Mystery Riddle
    - Setting a purpose for reading Mystery Riddle (*When I am reading today, I want you to think about what animal the poem may be describing.*)
    - Stop and discuss 'chunks' of poem (use Language Frames: I think we are reading about \_\_\_\_\_.)





# Enhancement in EL with BELLA Strategies

## First Grade Module 3

- Vocabulary Text Talk-
  - Mystery Riddle
    - Words: colorful or plain (adjectives)
  - Read Aloud *Birds*
- Frayer Model
  - Key Vocabulary Words
    - adjective, feathers, beak, etc.
    - text features (caption, photograph, heading)



# Enhancement in EL with BELLA Strategies

## First Grade Module 3

- MDRA (Components)
  - Read Aloud *Birds*
    - Activating background knowledge
      - What do you know about birds?
      - Or share pictures of birds from around the world. What do they notice about the birds? (Thinking like a researcher.)
    - Teacher-directed preview of text
      - Develops language of text



# Enhancement in EL with BELLA Strategies

## First Grade Module 3

- MDRA (Components)
  - Setting a purpose for chunks of reading (before reading)
    - What is this section mostly about?
    - Why is the heading important in this section?



# Enhancement in EL with BELLA Strategies

## First Grade Module 3

- Cultural Wealth
  - Connecting L1 and L2
    - Ex: Birds/Aves
  - Cognates (Text Features)
    - Illustration/Ilustración
    - Photograph/Fotografía
  - Activating Background Knowledge
    - Connection to home





# Enhancement in EL with BELLA Strategies

## Vocabulary Development

- Vocabulary Text Talk
  - Intentionally teaching vocabulary of the text prior to reading
- Frayer Model

## MDRA and Oral Language

- Activate background knowledge
- Provide a teacher-directed preview of text or 'chunk' of text
- Set a purpose before reading 'chunk'
- Use oral language frames that match purpose to guide discussion

## Cultural Wealth

- Activate background knowledge
- Connections to home
- Link L1 and L2 (Cognates/Home Language)
- Provide intentional time for students to share connections

# Enhancement in EL with BELLA Strategies

## Supplemental Materials:

- Small group instruction (ESL classroom or in grade-level classroom)
- Building background knowledge
- Building vocabulary
- Aligning instruction across settings
- Example lesson: Do You Know About Birds?



# BELLA and Literacy Block

## Reflection:

- How might BELLA strategies be used as scaffolds to support the curriculum in your classroom?



# Application

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1. Use a book or text you brought with you for a whole group or small group lesson. Think about a group of MLs you work with.
2. Decide on a writing task or response students would do to support comprehension
3. Plan for language frames that would support students writing and oral language skills
4. Please for a modified DRA to support reading or listening to the text