ELLEVATION

Ellevation Strategies: Created in Collaboration with Leading Experts

Ellevation Strategies was developed in close collaboration with **Tim Boals, Ph.D.**, Executive Director of WIDA, **Jana Echevarria, Ph.D.**, co-author of the SIOP Model, **John Seidlitz**, author and founder of Seidlitz Education and **Jeff Zwiers, Ed.D**, Senior Researcher at the Stanford Graduate School of Education and the Director of Professional Development Understanding Language/SCALE.

"I have been so impressed by Ellevation's focus on impacting instruction in every classroom. It's critical for all teachers to have access to high-quality resources that bring grade-level content, literacy, and meaningful conversation opportunities to English learners, and Ellevation Strategies does just that!" **— Tim Boals**

"Ellevation Instructional Strategies reflect best practices for English learners and are research-based. The strategies are presented in a practical, teacher-friendly way so that they can be used effectively during instruction in any grade level. The instructional activities include the elements necessary to improve both language acquisition and content learning, and they address the unique needs, struggles, and gaps in instruction that often affect ELLs." **— Jana Echevarria**
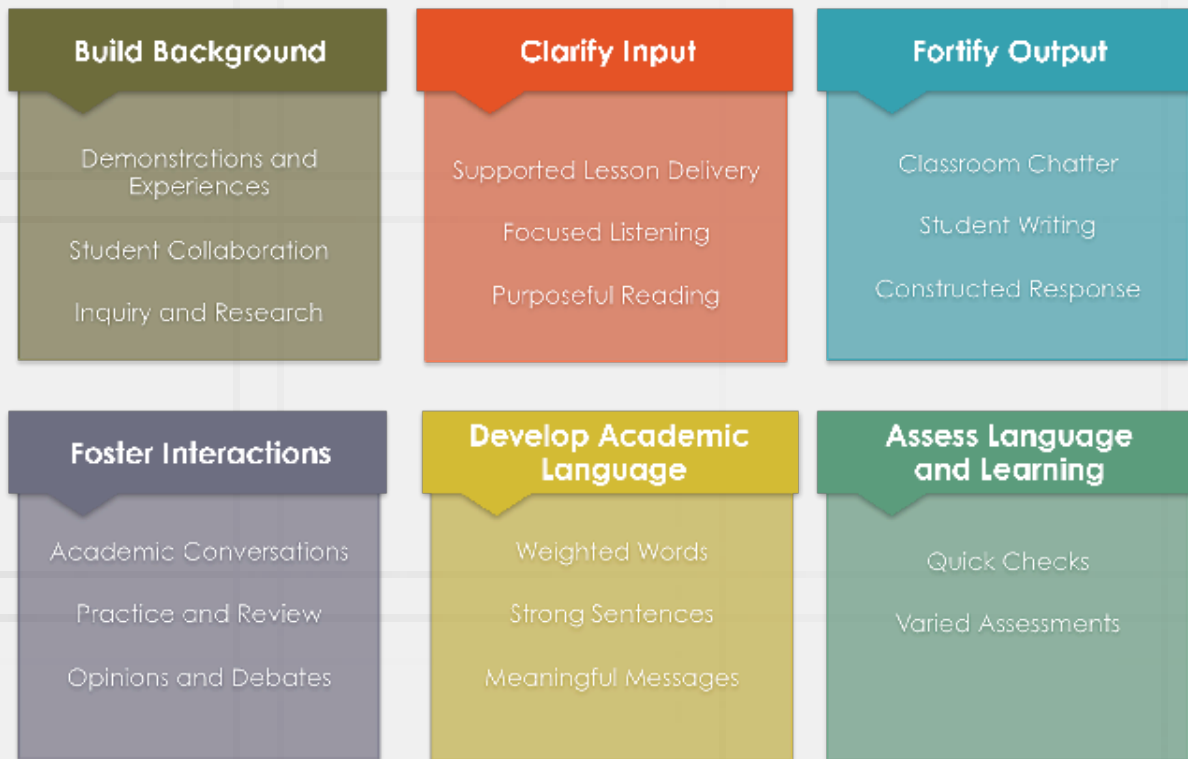
"Ellevation Strategies equip teachers with specific approaches they can use to effectively facilitate academic conversation and writing in content-area classrooms. Ellevation's software is particularly helpful in allowing mainstream, classroom teachers to target instruction to the needs of their English learners by efficiently connecting particular content-area topics to the language levels of their students." **— John Seidlitz**

"Ellevation Strategies has selected and clarified the most powerful teaching strategies for integrating content learning and language development for a wide range of students. Rather than "watering down" learning, rigor, and engagement, these strategies challenge English learners and their classmates to think and use language in authentic ways across disciplines." **— Jeff Zwiers**

Organization of Instructional Framework

Ellevation is organized into a three-tiered framework with six instructional Practices for meeting the needs of English language learners. Each Practice is comprised of three Strategies, or approaches to the Practice. Within the Strategies are our classroom Activities. These activities are non-content specific and can be used across grade levels.

Build Background	Clarify Input	Fortify Output
Demonstrations and Experiences	Supported Lesson Delivery	Classroom Chatter
Student Collaboration	Focused Listening	Student Writing
Inquiry and Research	Purposeful Reading	Constructed Response

Foster Interactions	Develop Academic Language	Assess Language and Learning
Academic Conversations	Weighted Words	Quick Checks
Practice and Review	Strong Sentences	Varied Assessments
Opinions and Debates	Meaningful Messages	

A Practice is a critical instructional focus necessary to meet the linguistic needs of ELLs that reflects the components of planning, instructing, and assessing in the mainstream classroom. An instructional Practice is a vital pedagogical building block in the foundation of high quality instruction for ELLs. It doesn't take place in isolation during one lesson or one unit, but is an overall different way of teaching English language learners. Ellevation has identified and defined six different Practices we find pertinent to best practice for ELLs.

A Strategy is an approach to meeting the unique challenges English language learners face in the classroom - from sentence structure and vocabulary to academic conversations, these teaching strategies will maximize language and content learning for all students. A strategy is a specific approach to a Practice. Strategies could be categorized by the language domain (reading, writing, listening or speaking), by the cognitive task, or the student grouping. Strategies are the responsibilities of teachers to continuously embed into planning and instruction.

An Activity is a strategy in action - a way to enhance content and language for your ELLs by complementing what the instruction that is already in place. An activity is the actual practice and application at the student level. These specific exercises can be written into daily lesson plans. Teachers can focus on different activities within a strategy and Practice to find what best works for their students and content. Activities are the responsibility of teachers to plan for lessons and classroom climate but have roles and actions for students as well.

Foundational Research for Instructional Framework

- Echevarria, J., M. Vogt, and D. Short. 2016. Making Input Comprehensible for English Language Learners: The SIOP MODEL 5th Edition.

- Freeman, D., Y Freeman. 2014. Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, Grammar.

- Gibbons, P. 2015. Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom.

- Gotlieb, M. 2008. Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement.

- Krashen, K. 2003. Explorations in Language Acquisition and Use.

- Rutledge, P. 2011 "Social Networks: What Maslow Misses," Psychology Today.;

- Short, D. & Echevarria, J. 2016. Developing Academic Language Using the SIOP Model.

- WIDA. 2012. The Features of Academic Language in the WIDA Standards.

- Zwiers, J., S. O'Hara, R. Pritchard. 2015. Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Other Influential Research

- Beck, I.L., McKeown, M.G., & Kucan, L. 2002. Bringing words to life: Robust vocabulary instruction.

- Celce-Murcia, M. (ed.), Teaching English as a Second or Foreign Language, third edition.

- Chaudron, C., Second Language Classrooms: Research on Teaching and Learning.

- Coady, M., E. Hamann, M. Harrington, M. Pacheco, S. Pho, J. Yedlin, Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform.

- Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire.

- Dixon, C. and D. Nessel, Language Experience Reading (and Writing): Language Experience Reading for Second Language Learners.

- Graves, M.F. 2006. The vocabulary book: Learning and instruction.

- Krashen, Stephen D., Language Acquisition and Language Education.

- Schleppegrell, Mary J. and Cecilia Colombi (eds), The Language of Schooling: A Functional Linguistics Perspective.

- Short, D.J., & Fitzsimmons, S. 2007. Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.

Activity Based Citations

In addition to the research resources referenced on the previous page that drove the Ellevation Strategies framework and definition of the Practices, additional studies and researchers informed the instructional design of specific Activities that appear in the program. The following chart provides that additional detail.

Practice: Build Background

August, D., & Shanahan, T. Eds.. (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates Publishers.

August, D., Fenner, D. S., & Snyder, S. (2014). Scaffolding instruction for English language learners: A resource guide for English Language Arts. Washington, DC.

Dixon, C. and D. Nessel. (1983). Language Experience Reading (and Writing): Language Experience Reading for Second Language Learners.

Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. Journal of Reading, 37, 452-455.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge.

Kagan, S., & Kagan, M. (2009). Kagan Cooperative Learning. San Clemente: Kagan Publishing.

Krashen, K.(2003). Explorations in Language Acquisition and Use. Portsmouth: Heinemann.

Lindholm-Leavy, Kathryn & Borsato, Graciela (2006). "Academic Achievement," in F. Genesee (Ed.), Educating English language learners. New York: Cambridge University Press.

McKenna, M.C. (2002). Help for struggling readers: Strategies for grades 3-8. New York: Guilford.

National Academy of Sciences. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures.

Short, D. & Echevarria, J. (2016). Developing Academic Language Using the SIOP Model. New York: Pearson.

Strategy	Activity	Research Citation
Demonstrations Experiences	Language Experience Approach	See Dixon
	Virtual Field Trip	See National Academy of Sciences
	Hanging Hashtags	See Lindholm-Leavy & Borsato; National Academy of Sciences
	Be a Detective	See August & Shannahan; McKenna; Short & Echevarria

Strategy	Activity	Research Citation
Student Collaboration	Brainstorm Walk	See August & Shannahan; Kagan & Kagan; McKenna
	Anticipation Creation	See Duffelmeyer; Hattie; McKenna
	Snippet	See McKenna, August, Fenner & Snyder
Inquiry and Research	Anticipation and Reaction Guide	See Duffelmeyer; Hattie; McKenna
	Reverse Read	See McKenna; Short & Echevarria
	Native Language Text	See August & Shannahan

Practice: Clarify Input

August, D., Branum-Martin, L., Cardenas- Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. Journal of Research on Educational Effectiveness, 2(4), 345-376.

Council of the Great City Schools (2017). Re-envisioning English Language Arts and English language development for English language learners.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge.

Haydon, T., Mancil, G.R., Kroeger, S.D., McLeskey, J., & Lin, W.J. (2011). A review of the effectiveness of guided notes for students who struggle learning academic content. Preventing School Failure: Alternative Education for Children and Youth, 55(4), 226-231.

Krashen, K.(2003). Explorations in Language Acquisition and Use. Portsmouth: Heinemann.

McKenna, M.C. (2002). Help for struggling readers: Strategies for grades 3-8. New York: Guilford.

McTighe, J., & Wiggins, G. P. (2013). Essential questions: opening doors to student understanding. Alexandria, Virginia, USA: ASCD.

National Academy of Sciences. (2017) Promoting the Educational Success of Children and Youth Learning English: Promising Futures.

National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel.

Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Palinscar, A.S. (1984). "Reciprocal Teaching: Field Evaluations in Remedial and Content-Area Reading." Paper presented at the annual meeting of the American Educational Research, Washington, D.C.

Palmer, E (2014). Teaching the Core Skills of Listening and Speaking. Alexandria, Virginia: ASCD.

Solari, E. J., & Gerber, M. M. (2008). Early comprehension instruction for Spanish speaking English language learners: Teaching text level reading skills while maintaining effects on word level skills. Learning Disabilities Research & Practice, 23(4), 155-168.

Short, D. & Echevarria, J. (2016). Developing Academic Language Using the SIOP Model. New York: Pearson.

Zwiers, J., S. O'Hara, R. Pritchard. (2015). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Strategy	Activity	Research Citation
Supported Lesson Delivery	5 and 2	See Hattie; National Academy of Sciences
	Essential Questions	See Council of Great City Schools; McTighe & Wiggins
	Learning 1-2-3	See Short & Echevarria
	TPR	See Krashen; Short & Echevarria
	Anchor Charts	See August; Branum-Marin, et al; Short & Echevarria
Focused Listening	Read Aloud	See McKenna; Solari & Gerber
	Powerful Podcasts	See Palmer
	Guided Notes	See Bueh; McKenna
	Echo Echo	See Short & Echevarria
	Teach! Teach!	See McKenna
	Double Vision Video	See Hattie; Palmer; National Academy of Sciences
Purposeful Reading	Interactive Reading Notebooks	See August; Branum-Marin, et al
	Text, Ready, Action!	See Short & Echevarria
	Partner Reading	See McKenna
	Cornell Note Taking	See Haydon
	Reading from Different Perspectives	See Zwiers
	Reciprocal Teaching	See Hattie; Palincar
	What's the Question Type?	See August & Shannahan; McKenna; NICHD
	Graphic Organizer Match Up	See Hattie; National Academy of Sciences; NICHD
	Prediction Cafe	See Hattie; McKenna
	Make Your Mark	See Short & Echevarria

Practice: Clarify Input

August, D., Fenner, D. S., & Snyder, S. (2014). Scaffolding instruction for English language learners: A resource guide for English Language Arts. Washington, DC.

Bunch, G. C., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards.

English Learners Success Forum. (2017). Draft guidelines for improving English Language Arts materials for English learners and draft guidelines for improving mathematics materials for English learners.

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Kagan, S., & Kagan, M. (2009). Kagan Cooperative Learning. San Clemente: Kagan Publishing.

Klingner, J. K. and Sharon Vaughn (1998). Using Collaborative Strategic Reading. Teaching Exceptional Children, July/Aug 1998. Copyright 1998 CEC.

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Peyton, Joy (2000). Dialogue Journals: Interactive Writing to Develop Language and Literacy. National Center for ESL Literacy Education. Washington, D.C.: Center for Applied Linguistics.

Seidlitz, J & Perryman, Bill (2011). 7 Steps to a Language-Rich Interactive Classroom—Research-Based Strategies for Engaging All Students. Seidlitz Education Canter Press.

Zwiers, J., S. O'Hara, R. Pritchard. (2015). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Strategy	Activity	Research Citation
Classroom Chatter	Find Your Match	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
	Inside-Outside Circle	See Baker, Leseux, et al; Bunch, Kagan & Kagan; Kilber, et al; English Learner Success Forum
	Jigsaw	See Baker, Leseux, et al; Bunch, Hattie; Kilber, et al; English Learner Success Forum
	Clock Buddies	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
	I am...Monologues	See Zwiers

Strategy	Activity	Research Citation
Classroom Chatter	Which Corner?	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
	Think, Write, Pair, Share	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
	Information Exchange	See Zwiers
	Conversation Grid	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
Student Writing	A Reader, A Reporter and an Announcer	See Klinger & Vaughn
	Dialogue Journal	See Peyton
	Written Conversation	See Seidlitz
	Writing Windows	See Seidlitz; NICHD
	Fortune/Misfortune	See Seidlitz
	Writing Using Text Types	See August, Fenner & Snyder; National Reading Technical Assistance Center
Constructed Response	Numbered Heads Together	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum
	Mix and Match with Constructed Response Cards	See Nichols
	Respond with RACE	See Baker, Leseux, et al; Bunch, Kilber, et al; English Learner Success Forum

Practice: Foster Interactions

August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates Publishers.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

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Karpicke, J. D. (2009). Metacognitive control and strategy selection: deciding to practice retrieval during learning. Journal of Experimental Psychology: General, 138(4), 469.

Rutledge, P. (2011). "Social Networks: What Maslow Misses," Psychology Today.

Seidlitz, J & Perryman, Bill (2011). 7 Steps to a Language-Rich Interactive Classroom—Research-Based Strategies for Engaging All Students. Seidlitz Education Canter Press.

Tierney, R.J., & Readence, J.E. (2000). Reading strategies and practices: A compendium (5th ed.). Boston: Allyn & Bacon.

Zwiers, J., S. O'Hara, R. Pritchard. (2015). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Strategy	Activity	Research Citation
Academic Conversations	Directed Discourse	See Zwiers
	The Expert and the Novice	See Seidlitz
	Same Scene Twice	See Baker, Leseux, et al
	QSSSA	See Seidlitz
Practice and Review	Do You Know?	See Karpicke
	Find the Fib	See Baker, Leseux, et al
	Fishbowl Review	See English Learner Success Forum
	Common Thread	See Tierney & Readence
	Don't Mention It	See Baker, Leseux, et al
Opionions and Debates	Pro Con Improv	See Zwiers
	Tell MORE	See Baker, Leseux, et al; English Learner Success Forum
	Opinion Continuum	See Baker, Leseux, et al; English Learner Success Forum
	T Chart Paid Defend	See Seidlitz

Practice: Develop Academic Language

August, D., & Shanahan, T. Eds.. (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates Publishers.

August, D., Fenner, D. S., & Snyder, S. (2014). Scaffolding instruction for English language learners: A resource guide for English Language Arts. Washington, DC

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction.

Fogelman, C., Harrington, M., Kenney, E., Pacheco, M., Panofsky, C., Santos, J., et al. (2005). Approaches to Writing Instruction for Adolescent English Language Learners: A Discussion of Recent Research

Freeman, D., Y Freeman. (2014). Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, Grammar.

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Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English language learners and minority students?

Zwiers, J., S. O'Hara, R. Pritchard. (2015). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Strategy	Activity	Research Citation
Weighted Words	Vocab Go Fish	See Baker, Leseaux, et al
	360 Degree Words - Move It! Make It! Mean It!	See August & Shannahan; Baker, Leseaux, et al; Beck; Graves; National Reading Technical Assistance Center; Short & Echevarria
	Direct Teaching of Affixes	See Baker, Leseaux, et al; National Academy of Sciences; Short & Echevarria
	Word Walls	See Beck, Graves; Short & Echevarria
	Signal Words Flip Books	See Baker, Leseaux, et al
	Signal Words Flash Cards	See Baker, Leseaux, et al
	Vocabulary Rating	See Beck, Graves
Strong Sentences	Draw that Idiom	See Klinger & Vaughn
	Building with Brick and Mortar Cards	See Baker, Leseaux, et al; Short & Echevarria
	Cloze Sentences	See Baker, Leseaux, et al
	Writing Windows	See Seidlitz; NICHD
	Sentence Scramble	See Wong & Fillmore
Meaningful Messages	Sticky Thinking	See Gibbons, Zweirs et al; English Learner Success Forum
	Text Types	See August, Fenner & Snyder; National Reading Technical Assistance Center
	It's in the Details	See Fogelman, Harrington, et al
	Simultaneous Round Table	See Baker, Leseaux, et al; Short & Echevarria

Practice: Assess Language and Learning

August, D., Branum-Martin, L., Cardenas- Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. Journal of Research on Educational Effectiveness, 2(4), 345-376.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

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Pardo, L.S. (2004). What every teacher needs to know about comprehension. The Reading Teacher, 58, 272-280.

Wormeli, R. (2015). Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom.. Education Review, 0.

Strategy	Activity	Research Citation
Quick Checks	Differentiated Question Prompts	See Baker, Lesaux, Jayanthi, et al; NICHD
	Whiteboard Checkpoints	See Baker, Lesaux, Jayanthi, et al
	Exit Tickets	See Marzano
	Triangle, Square, Circle	See Wormeli
Varied Assessments	Book Reviews	See Pardo
	Multimedia Masterpeices	See August, Branum-Marin, et al
	Wordless Books	See August, Branum-Marin, et al
	Proud Portfolios	See Gottlieb