ELLEVATION

Ellevation Strategies: Created in Collaboration with Leading Experts

Ellevation Strategies was developed in close collaboration with Ellevation's Instructional Advisory Board including **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**
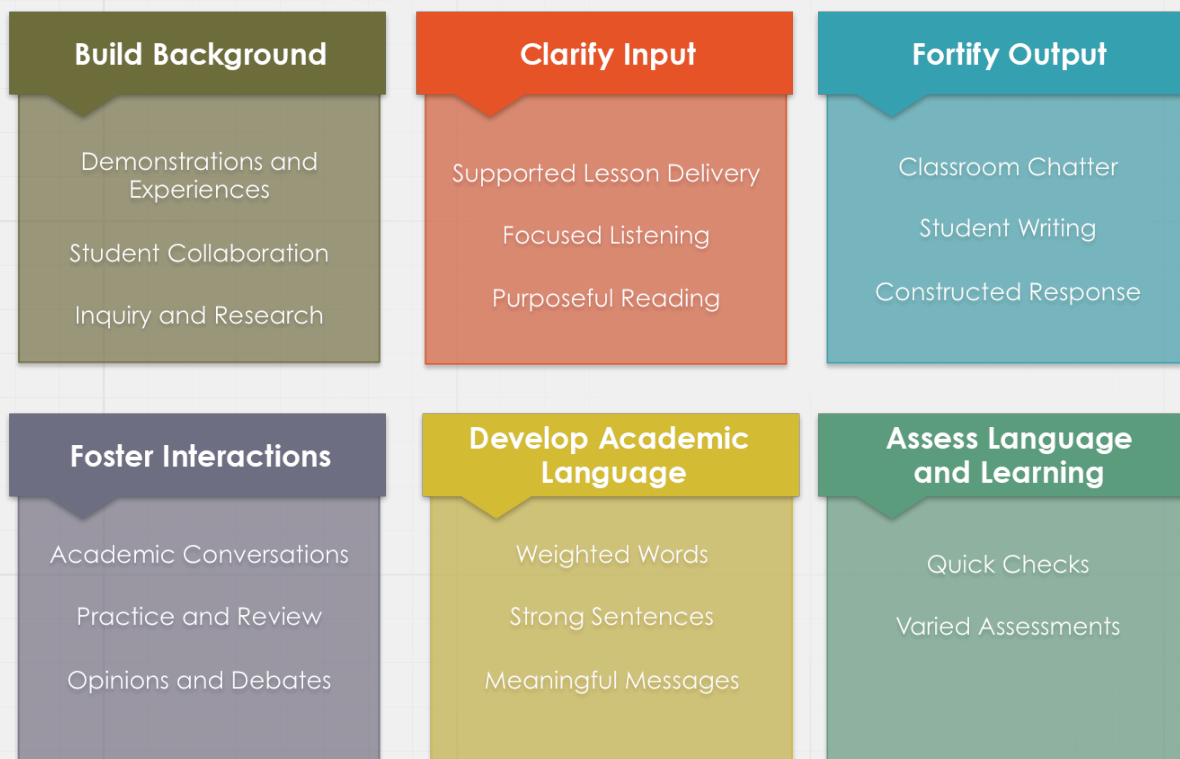
"Ellevation Strategies equip teachers with specific approaches they can use to effectively facilitate academic conversation and writing in content-area classrooms. Ellevation's software is particularly helpful in allowing mainstream, classroom teachers to target instruction to the needs of their English 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

Demonstrations and Experiences

Student Collaboration

Inquiry and Research

Clarify Input

Supported Lesson Delivery

Focused Listening

Purposeful Reading

Fortify Output

Classroom Chatter

Student Writing

Constructed Response

Foster Interactions

Academic Conversations

Practice and Review

Opinions and Debates

Develop Academic Language

Weighted Words

Strong Sentences

Meaningful Messages

Assess Language and Learning

Quick Checks

Varied Assessments

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

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

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- 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

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

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