

Research-based Instructional Reading Strategies – *Differences in DL Immersion Classrooms (in italics)*

	Strategy	Description	Supported Research
All DL Immersion Models	small group guided reading	<ul style="list-style-type: none"> • Heterogenous grouping based on reading levels • <i>In DL must also mix primary languages to promote oracy</i> • <i>Delivery best in groups of 4 with texts in both L1 & L2</i> • <i>Assessment of reading levels is language specific</i> 	August and Shanahan (2006); Echevarria, Vogt, and Short (2008); Gersten, Baker, et al. (2007); Garcia, O. (2009); Gregory and Burkman (2012); McIntyre (2010); Saenz et al. (2005)
	dual literacy practices	<ul style="list-style-type: none"> • Explicit literacy instruction in both L1 & L2 • Embedded literacy instruction throughout content areas • <i>Dependent on immersion model for % in each language</i> • <i>Must not repeat same lessons in alternate language</i> • <i>Development of a language allocation map across grades</i> 	August and Shanahan (2006); Chen and Yildiz (2010); Krashen and McField (2005); Lindholm-Leary and Block (2010); Rolstad et al. (2005); Slavin and Cheung (2005); Stone, Silliman, Wallach, and Ehren (2016); Thomas and Collier (2002, 2012)
	content-based instruction	<ul style="list-style-type: none"> • Use of content-specific vocabulary in both L1 & L2 • <i>Necessary to transfer core knowledge between languages</i> • <i>Language allocation map critical for prevention of gaps</i> • <i>Assessment must be offered in both program languages to determine content versus language knowledge</i> 	Alanís and Rodriguez (2008); August and Shanahan (2006); Barr, Eslami, and Joshi (2011); García et al. (2008); Genesee and Lindholm-Leary (2013); Genesee (2006); Gersten, Baker, et al. (2007); Meltzer and Hamann (2005); Reyes and Kleyn (2010)
	vocabulary development	<ul style="list-style-type: none"> • Many different vocabulary models used • Embed instruction of word knowledge in content areas • <i>Language of instruction cognate study to bridge knowledge</i> • <i>Inclusive instruction for both language learners</i> • <i>Development of root-word concepts beneficial for all Ls</i> 	Barr et al. (2011); Cárdenas-Hagan, Carlos, and Pollard-Durodola (2007); Dressler and Kamil (2006); Echevarria et al. (2008); Goldenberg (2010); Hickman and García (2014); Lesaux and Geva (2006); Lindholm-Leary, 2008; Lindholm-Leary and Block (2010); Markham and Gordon (2008); Niu and Andrews (2012); Wallace (2007)
	heterogeneous collaboration	<ul style="list-style-type: none"> • Often used in group projects & problem-based learning • Mixed content knowledge yields best group results • <i>Primary language mix critical for DL development</i> • <i>Use of both L1 & L2 to share findings and conclusions</i> • <i>Support use of translanguaging to assess knowledge</i> 	Alanís and Rodriguez (2008); August and Shanahan (2006); Barr et al. (2011); Calderón et al. (1998); Cheung and Slavin (2012); Francis et al. (2006); Garcia, O. (2009); Gersten, Baker, et al. (2007); Murphy (2010); Nieto (2004); Soltero-González, Klinger, and Cano-Rodríguez (2013); Theoharis (2009); Urciuoli (2013)