

  <p>Teach key survival phrases</p> <p><b>Level 1</b></p>	<p>Explicitly teach language patterns (form), structure, and grammar (function)</p> <p><b>Level 2</b></p>	<p>Use manipulatives, realia, or models</p>  <p><b>Level 1</b></p>
<p>Rely heavily on visual supports: pictures, illustrations, videos, models, gestures, pointing, graphic organizers, acting out/role playing</p> <p><b>Level 1</b></p>	<p>Speak slowly, in simple sentences, avoiding idiomatic expressions</p> <p><b>Level 1</b></p>	<p>Teach explicit phonemic and phonological awareness, concepts about print, and letter recognition</p>  <p><b>Level 1</b></p>
<p>Provide multiple opportunities for self-assessment and self-monitoring</p> <p><b>Levels 4/5</b></p>	<p>Teach word families</p>  <p><b>Level 2</b></p>	<p>Provide texts in native language</p> <p><b>Levels 1, 2, 3</b></p>
<p>Provide multiple opportunities to practice and revise language orally and in writing</p> <p><b>Levels 2, 3</b></p>	<p>Allow drawing and/or use of native language for pre-writing/ planning</p> <p><b>Level 2</b></p>	<p>Encourage the use of a personal word list/dictionary</p> <p><b>Levels 4/5</b></p>
<p>Provide word banks/phrase banks paired with visuals</p> <p><b>Level 1</b></p>	<p>Provide multiple opportunities to analyze language use (register, tone, dialect, and voice, etc.)</p> <p><b>Levels 4/5</b></p>	<p>Provide frequent and varied opportunities for student discourse</p> <p><b>Levels 2, 3, 4/5</b></p>
<p>Use one-step directions, with visual supports and gestures</p> <p><b>Level 1</b></p>	<p>Provide multiple opportunities to practice pronunciation</p> <p><b>Levels 1, 2</b></p>	<p>Teach cognates, prefixes, suffixes, and root words</p> <p><b>Level 3</b></p>

<p>Explicitly teach register—a variety of language used for a particular purpose in a particular setting (i.e. teach students the difference between formal academic and informal social language and when to use them)</p> <p><b>Level 3</b></p>	<p>Provide multiple opportunities to develop fluency in speaking, reading aloud, and writing</p> <p><b>Level 3</b></p>	<p>Provide ample wait time/processing time and additional practice for key concepts and skills</p> <p><b>Levels 1, 2</b></p>
<p>Provide frequent and varied opportunities for student discourse with sentence frames, word banks with visuals, and model responses</p> <p><b>Level 1</b></p>	<p>Reinforce the use of word families for reading and writing</p> <p><b>Level 3</b></p>	<p>Provide ample wait time/processing time</p> <p><b>Level 3</b></p>
<p>Pre-teach academic and content-specific vocabulary, focusing on a few key words at a time</p> <p><b>Level 2</b></p>	<p>Pre-teach a few key words and phrases related to the content, paired with visuals</p> <p><b>Level 1</b></p>	<p>Explain idiomatic phrases, collocations, and homonyms</p> <p><b>Levels 2, 3</b></p>
<p>Reinforce the use and understanding of idioms, cognates, prefixes, suffixes, and root words (reteach, as necessary)</p> <p><b>Levels 4/5</b></p>	<p>Provide opportunities for nonverbal responses: pointing, gestures (thumbs up/thumbs down, nodding/shaking head, raising hand, etc.), manipulating objects</p> <p><b>Level 1</b></p>	<p>Provide a linguistically supported, shortened, or alternate text</p> <p><b>Levels 1, 2</b></p>
<p>Provide sentence starters/sentence frames and models (story/paragraph frames) for writing and speaking</p> <p><b>Levels 1, 2, 3</b></p>	<p>Allow for errors such as invented spelling, mispronunciation, or errors in syntax</p> <p><b>Levels 1, 2</b></p>	<p>Post content objectives <i>and</i> language objectives</p> <p><b>All</b></p>