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

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)	Provide multiple opportunities to develop fluency in speaking, reading aloud, and writing	Provide ample wait time/processing time and additional practice for key concepts and skills
Provide frequent and varied opportunities for student discourse with sentence frames, word banks with visuals, and model responses	Reinforce the use of word families for reading and writing	Provide ample wait time/processing time
Pre-teach academic and content-specific vocabulary, focusing on a few key words at a time	Pre-teach a few key words and phrases related to the content, paired with visuals	Explain idiomatic phrases, collocations, and homonyms
Reinforce the use and understanding of idioms, cognates, prefixes, suffixes, and root words (reteach, as necessary)	Provide opportunities for nonverbal responses: pointing, gestures (thumbs up/thumbs down, nodding/shaking head, raising hand, etc.), manipulating objects	Provide a linguistically supported, shortened, or alternate text
Provide sentence starters/sentence frames and models (story/paragraph frames) for writing and speaking	Allow for errors such as invented spelling, mispronunciation, or errors in syntax	Post content objectives *and* language objectives