**Kindergarten –**

BE/ D/ E-

* Allow student to respond in a variety of ways, including non-verbal
* Adjust language for understanding e.g., simplify word choice, adjust rate of speech, use repetition/rephrasing
* Use choral repetition, songs, and chants to help students learn new phrases and words, and develop the rhythm and intonation patterns of English
* Accept errors in speech as normal and focus on meaning
* Educators learn greetings and a few common expressions in the students’ home languages
* Encourage students to confer with L1 partners to clarify instructions or key terms and concepts
* Teach early English literacy skills e.g., alphabet, concepts of print, letter-sound correspondence, phonemic awareness
* Allow student to respond in drawings, labels, words, phrases, and simple sentences
* Liaise with parents using resources such as the Settlement/Multicultural workers and provide translated information as relevant to student, parents, and families
* Follow and visually display predictable routines in order to create an environment of security and stability

C/ BR-

* Teach basic vocabulary and simple phrases and sentences to engage in classroom experiences
* Teach early English literacy skills e.g., alphabet, concepts of print, letter-sound correspondence, phonemic awareness, phonics, cognates, etc. (as developmentally appropriate)

**Primary –**

BE/ D/ E-

* Allow student to respond in a variety of ways, including non-verbal
* Adjust language for understanding e.g., simplify word choice, adjust rate of speech, use repetition/rephrasing
* Use choral repetition, songs, and chants to help students learn new phrases and words, and develop the rhythm and intonation patterns of English
* Provide scaffolds such as sentence frames, stems, word banks, etc. to support production
* Accept errors in speech as normal and focus on meaning
* Teach basic vocabulary and simple phrases and sentences to engage in classroom experiences
* Educators learn greetings and a few common expressions in the students’ home languages
* Encourage students to confer with L1 partners to clarify instructions or key terms and concepts
* Teach early English literacy skills e.g., alphabet, concepts of print, letter-sound correspondence, phonemic awareness, phonics, cognates, etc. (as developmentally appropriate)
* Use manipulatives, realia, and models to support conceptual understanding
* Use graphic organizers to summarize key concepts, support thinking and address specific language structures
* Affirm student identity through strategies and resources such as identity texts, heroes, influencers, and guest speakers from various cultures
* Explicitly teach academic (Tier 2) vocabulary, multiple modalities through multiple interactions, within rich contexts
* Use L1 and/or dual language texts strategically
* Allow student to respond in drawings, labels, words, phrases, and simple sentences
* Provide models, prompts, frames for short written responses
* Model how to use graphic organizers to organize ideas for writing
* Liaise with parents using resources such as the Settlement/Multicultural workers and provide translated information as relevant to student, parents, and families
* Follow and visually display predictable routines in order to create an environment of security and stability

**Primary –**

C/ BR-

* Develop text comprehension strategies in conjunction with a genre-based approach focusing on text and language structures
* Develop word consciousness & explicit word learning strategies (e.g., common prefixes, suffixes, context as a cue, etc.)
* Use a variety of discussion structures to promote literate conversations about text
* Teach writing using a developmentally appropriate genre-based approach that includes a focus on language and text structures
* Encourage writing for real purposes by publishing in a variety of ways, e.g., writing to an author, prominent citizen, or pen pals, preparing a digital newspaper, blog, or webpage
* Use models, sentence stems, writing frames, and modelled and shared writing to enrich the length and complexity of writing as appropriate to grade level

**Intermediate –**

BE/ D/ E-

* Allow student to respond in a variety of ways, including non-verbal
* Adjust language for understanding e.g., simplify word choice, adjust rate of speech, use repetition/rephrasing
* Provide scaffolds such as sentence frames, stems, word banks, etc. to support production
* Accept errors in speech as normal and focus on meaning
* Teach basic vocabulary and simple phrases and sentences to engage in classroom experiences
* Encourage students to confer with L1 partners to clarify instructions or key terms and concepts
* Use manipulatives, realia, and models to support conceptual understanding
* Use graphic organizers to summarize key concepts, support thinking and address specific language structures
* Affirm student identity through strategies and resources such as identity texts, heroes, influencers, and guest speakers from various cultures
* Explicitly teach academic (Tier 2) vocabulary, multiple modalities through multiple interactions, within rich contexts
* Use L1 and/or dual language texts strategically
* Provide opportunities for students to create ideas in L1 or English with a partner prior to writing
* Explicitly teach and model the writing process within individual and collaborative settings
* Provide sentence frames and word banks for writing activities
* Model how to use graphic organizers to organize ideas for writing
* Liaise with parents using resources such as the Settlement/Multicultural workers and provide translated information as relevant to student, parents, and families
* Determine language objectives aligned with content objectives as part of unit/lesson planning
* Follow and visually display predictable routines in order to create an environment of security and stability

**Intermediate –**

C/ BR-

* Develop text comprehension strategies in conjunction with a genre-based approach focusing on text and language structures
* Develop word consciousness & explicit word learning strategies (e.g., common prefixes, suffixes, context as a cue, etc.)
* Use a variety of discussion structures to promote literate conversations about text
* Teach writing using a developmentally appropriate genre-based approach that includes a focus on language and text structures
* Encourage writing for real purposes by publishing in a variety of ways, e.g., writing to an author, prominent citizen, or pen pals, preparing a digital newspaper, blog, or webpage
* Continue to use models, sentence stems, writing frames, mentor texts and modelled and shared writing to expand the genres of writing, and the length and complexity of writing as appropriate to grade level