

Building academic vocabulary for ELLs

BICS – conversational language/vocabulary

Opportunities for informal conversation

Turn and talk opportunities

Working in small groups

Relate learning to every day life

Create a safe space that welcomes mistakes & trying

Teacher modelling and prephrasing

Bring in past students as role models

CALP – academic language/vocabulary

Intentional teaching and use of new vocab words

Check for understanding during tasks

Connect key words to primary language

Teacher models language use

Additional time for learning

Use sentence starters and frames

Student goal setting

Teacher prompts use of key vocab

Access curriculum learning

Focus on cross-curricular & multiple meaning words

Use and access to visuals and manipulatives

Use of primary language

Offer choice for demonstrating learning

Accommodations & modifications to access curriculum content

Scaffolding – sensory, cooperative, & graphic strategies

Staff collaboration

Document progress using STEP continuum & OLBs

Access and use of technology

Co-creation of learning goals & success criteria

Prior schooling or experiences

Get to the know the student

Activate prior knowledge

Create a safe & respectful space

Plan tasks with multiple entry points

Consider student readiness to learn

Teach tools, skills, & language for metacognition

Incorporate primary language

Mental health & wellness considerations, supports, & strategies

Build and foster curiosity

Opportunities to reflect

Clear rules + routines to help with space & expectations

Language acquisition theories

Use of primary language with English

Support and foster translanguaging

Inquiry & project based tasks that integrate/apply content learning

Recognize inequities by thinking about culture as complex & intersectional

Community support to the student's family

Assess & strength based thinking

Culturally Relevant & Responsive Pedagogy