CHART 2.7

PLANNING TO SUPPORT STUDENTS WITH RECEPTIVE LANGUAGE DEVELOPMENT

IF A STUDENT IS CHALLENGED BY	THEN CONSIDER
Following directions	Cueing students that a direction is coming
	Using a visual to support the receptive language
	Adding nonverbal cues
	Creating predictable systems, structures, and routines for directions
Understanding questions	Limiting the complexity of questions
3 4	Providing written copies whenever possible
	Teaching students to self-monitor and ask for clarification whenever necessary
Understanding stories and/or read	Providing written versions whenever possible
alouds	Giving students a summary or components to listen for ahead of time
Understanding and developing	Preteaching vocabulary words
vocabulary	Teaching students to use context whenever possible
	Supporting students to use context whenever possible supporting students to self-monitor and ask questions as well as use tools that are available for them

Retrieved from the companion website for *The Responsive Writing Teacher, Grades K-5*: A Hands-On Guide to Child-Centered, Equitable Instruction by Melanie Meehan and Kelsey Sorum. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased the book.