

## 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 Providing written copies whenever possible Teaching students to self-monitor and ask for clarification whenever necessary
Understanding stories and/or read alouds	Providing written versions whenever possible Giving students a summary or components to listen for ahead of time
Understanding and developing vocabulary	Preteaching vocabulary words Teaching students to use context whenever possible Supporting students to self-monitor and ask questions as well as use tools that are available for them