

## CHART 2.6

# PLANNING TO SUPPORT STUDENTS WITH EXPRESSIVE LANGUAGE DEVELOPMENT

IF A STUDENT IS CHALLENGED BY . . .	THEN . . .
Responding to questions	<ul style="list-style-type: none"> <li>• Provide visual supports for questions.</li> <li>• Ask student questions ahead of time.</li> <li>• Cue that there will be a question coming up.</li> <li>• Provide extra wait time.</li> </ul>
Telling stories	<ul style="list-style-type: none"> <li>• Create story markers to use as scaffolds, such as <i>first, then, next, finally</i> for primary students or <i>a little later, meanwhile, after a while, just then, in the end</i> for upper-elementary students.</li> <li>• Model storytelling, and provide practice opportunities. Repeated storytelling can be really helpful for students!</li> </ul>
Expressing feelings	<ul style="list-style-type: none"> <li>• Create and provide talking prompts, such as the following:               <ul style="list-style-type: none"> <li>• I'm feeling that . . .</li> <li>• It surprises me that . . .</li> <li>• I felt _____ when . . .</li> </ul> </li> </ul>
Participating and extending conversations	<ul style="list-style-type: none"> <li>• Create and provide talking prompts, such as the following:               <ul style="list-style-type: none"> <li>• This makes me think . . .</li> <li>• Adding on to . . .</li> <li>• In response to . . .</li> </ul> </li> </ul>
Using correct syntax	<ul style="list-style-type: none"> <li>• Offer plenty of opportunities for verbal practice.</li> <li>• Focus on corrections that interfere with meaning while modeling correct usage.</li> </ul>
Using and developing vocabulary	<ul style="list-style-type: none"> <li>• Create vocabulary walls.</li> <li>• Expand vocabulary knowledge by teaching antonyms and synonyms.</li> <li>• Challenge students to use new words in speaking and writing.</li> </ul>