## **CHART 2.6**

## PLANNING TO SUPPORT STUDENTS WITH EXPRESSIVE LANGUAGE DEVELOPMENT

IF A STUDENT IS CHALLENGED BY	THEN
Responding to questions	<ul> <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> <li>Create story markers to use as scaffolds, such as first, then, next, finally for primary students or a little later, meanwhile, after a while, just then, in the end 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> <li>Create and provide talking prompts, such as the following:</li> <li>I'm feeling that</li> <li>It surprises me that</li> <li>I felt when</li> </ul>
Participating and extending conversations	<ul> <li>Create and provide talking prompts, such as the following:</li> <li>This makes me think</li> <li>Adding on to</li> <li>In response to</li> </ul>
Using correct syntax	<ul> <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> <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>

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.