

## TEACHING STRATEGIES TO SUPPORT CLD LEARNERS

### 1. Preproduction (Newcomer)

- Create climate of respect / acceptance that supports diversity (e.g. incorporate students' cultural background into instruction)
- Be aware of Cultural Shock 9Appendix A1 & A2)
- Provide successful educational / social experiences
- Allow students to work on / observe basic American classroom concepts
- Use manipulatives, visuals, realia, props, games (e.g. hands-on activities)
- Ask students to show / point / draw / match / copy
- Ask "yes/no" questions
- Teach **key** content area vocabulary / concepts (i.e. reduce number of words)
- Pair beginning CLD students with advanced CLD students (i.e. Peer Buddy)
- Use word banks
- Display print to support oral language
- Use rote directions and routines
- Reduce rate of speech / use simple sentences (i.e. subject-verb-object)
- Use alternative assessment (show / do / draw / projects, etc...)

### 2. Early Production (Emergent/Beginner)

- Continue use of previous strategies as appropriate
- Ask questions requiring one/two word answer (e.g. who, what, which one, how many)
- Simplify language, not content
- Accept and encourage verbal expression
- Model correct grammar; don't correct students' speech
- Use graphic organizers (Venn diagrams, web outlines, etc...)
- Question students orally / allow students to respond orally for assessment
- Use fill-in-the-blank or multiple-choice, not open-ended questions
- Give open-book / open-note tests

### 3. Low Intermediate Fluency (Expanding)

- Continue use of previous strategies as appropriate
- List and review instructions step by step
- Build on student's prior knowledge
- Incorporate more reading and writing
- Engage students in producing language (describing, retelling, summarizing, using graphs and charts, comparing and contrasting)
- Have students analyze and explain data orally and in writing
- Have students express opinions and judgments

### 4. High Intermediate Fluency (Bridging / Transitioning)

- Continue use of previous strategies as appropriate
- Have students brainstorm, list, web, use graphic organizers
- Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)
- Introduce figurative language
- Develop more academic language (oral and written)

### 5. Advanced Fluency (Academic Language Stage)

- Continue use of previous strategies as appropriate
- Incorporate note-taking skills
- Continue to teach study skills & test taking strategies
- Expand figurative language (idioms)