

## Language intervention strategies for school aged students

1. Encourage small group instruction.
2. Give student tasks in group which play to their strengths (i.e. reader, illustrator etc.)
3. Use texts that are of high interest to the student.
4. Start with texts which do not contain complex vocabulary or sentence structures.
5. Pre-teach vocabulary and word analysis strategies such as understanding prefixes and suffixes.
6. Do read-alouds focusing on the first 3 levels of bloom's taxonomy  
Model correct responses first.  
Students are encouraged to provide first verbal, then written responses to questions.  
*Bloom's Taxonomy:*  
Level 1: Knowledge – remembering story facts  
Typical question(s): who was the main character? When did Mary do .....?  
Why did jack say .....? etc.  
Use questions that contain key words: who, what, which, show ...  
  
Level 2: Comprehension – have student show understanding of facts and ideas  
Typical question(s): what is the main idea? How is character A and character B alike or different? What is meant by .....?  
Use questions that contain key words: compare, contrast, explain, show ...  
  
Level 3: Application – have student apply what he or she has learned from the reading in a new way.  
Typical question(s): What should character A do if this happened? What would you do differently to a have a better outcome?
7. Reward all attempts to answer questions but always follow up with the correct answer or model.

8. Encourage students to create images of the text in their mind as they read.
9. Highlight descriptive language in the text.
10. Have students create their own sentences using newly learned vocabulary.