

## Reference Chart of Strategies for Considerations of Specific Learning Groups

### Illinois Comprehensive Literacy Plan

	<b>MULTILINGUAL LEARNERS</b>	<b>ADVANCED LEARNERS</b>	<b>LEARNERS WITH SPECIAL NEEDS</b>
<b>Oracy &amp; Phonological Awareness</b>	<p>Use of native or strongest language</p> <p>Storytelling, cultural recognition, accommodations for vocabulary and idioms, visuals, graphic organizers, sentence starters and more.</p>	<p>Challenge students with debates, speaking/expression of ideas orally.</p> <p>Serve as mentors to further their skills as speakers and listeners.</p>	<p>Assistive technology, explicit instruction,</p> <p>extended time for responses, use of sentence starters or discussion prompts, ability to verbally elaborate ideas.</p>
<b>Word Recognition</b>	<p>Use of cognates and translanguaging; leveraging phonemic and orthographic knowledge in L1 and honoring their proficient language</p> <p>Recognizing letter, sound, and word structure differences between languages (j/h) (i,e)</p>	<p>Advanced morphemic analysis and word study; etymologies</p> <p>Serve as mentors to further their skills -- and to prepare them for more challenging words</p>	<p>Focus on phonological knowledge</p> <p>Bilingual &amp; intersectional intervention</p> <p>Assistive technology, explicit instruction, multi-sensory approaches.</p>
<b>Fluency</b>	<p>Use of native or strongest language, dual language learning.</p> <p>Storytelling, cultural recognition, accommodations for vocabulary and idioms, visuals, graphic organizers, sentence starters, and more.</p>	<p>Challenge students with complex texts and language structures.</p> <p>Use a wide range of reading materials across curricula.</p> <p>Critical thinking and discussions using complex language from texts.</p>	<p>Additional Reading time</p> <p>Authentic and engaging texts at individualized levels.</p> <p>Allow practice, rehearsals, and technology</p>

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<p><b>Vocabulary</b></p>	<p>High engagement, contextual discussion/understanding.</p> <p>Connect new vocab to linguistic/cultural backgrounds</p> <p>Visuals, cognates for pre-teaching, play-based learning, sharing key vocab w/families (dual language support)</p>	<p>Explore etymology, word relationships, and nuanced meanings</p> <p>Analyze complex word structures.</p>	<p>Adapting to individual student needs, simplified language, technology tools.</p> <p>Visuals help with retention, explicit &amp; concrete instruction breaks down instruction into manageable learning.</p>
<p><b>Comprehension</b></p>	<p>Focus on text structure within the English language.</p> <p>Connect prior knowledge with new learning with explicit vocabulary instructions.</p> <p>Target instruction with linguistic elements in the native language to help connect word knowledge and understanding.</p>	<p>Utilize texts that require higher-order thinking or analysis skills.</p> <p>Encourage students to explore complex concepts and varying perspectives.</p>	<p>Consider the use of adapted materials, visual aids, and individualized approaches or strategies.</p> <p>Utilize content that is accessible and engaging.</p> <p>Use of learning aids which support comprehension and provide access to grade-level learning..</p>
<p><b>Writing</b></p>	<p>Writing instruction in native and English</p> <p>Awareness of sounds, letters, and cognates.</p>	<p>Higher-level writing experiences, including essays, research, opinion pieces.</p> <p>Encourage &amp; model complex thinking and analytic skills through written expression.</p>	<p>Use of technology, explicit instruction with purposeful feedback to support written expression skills.</p> <p>Graphic organizers support organization and development of ideas.</p>