



Examples of Remediation to Build Language Skills

Through assessment and observation, identify the specific area(s) requiring remediation.

Discuss with individuals their strengths and needs, the plans for remediation, and their progress in meeting established goals.

Set clear goals for progress, make a plan to build the skills to meet those goals, and provide highly structured, sequential, individualized instruction.

Provide remedial instruction individually or in small groups to students with similar skill levels and needs.

Do not neglect students' needs to access grade level content as they are able. Provide remediation to build language and literacy skills outside the general curriculum, but use accommodations and modifications in general education classes to enable students to build their content knowledge.

Provide instruction in vocabulary development/semantics. Practice identifying word meanings in reading selections, and using newly learned language in speaking and writing.

Provide individualized instruction in phonological processing.

Provide individualized instruction in decoding and automaticity to develop reading fluency. Practice both oral and silent reading.

Provide individualized instruction in morphology. Practice new language skills through listening, speaking, reading and writing activities.

Provide individualized instruction in syntax. Practice new language skills through listening, speaking, reading and writing activities.

Teach discourse structures and their related cue words and phrases. Practice new language skills through listening, speaking, reading and writing activities.

Provide individualized instruction in prosody. Practice new language skills through listening, speaking, and oral reading.

Teach and practice interpreting and using pragmatic language (if this is a weakness).

Teach learning and study strategies explicitly, and practice frequently.

Observe student's work in various settings to assess whether new skills are being generalized.

Carefully monitor student's progress in their areas of need to determine whether more or different interventions are needed.

Teach content-area teachers to incorporate parallel language skill-building into their curriculum and instruction.