

Supporting CLD Students

EXPLICIT INSTRUCTION

Explicit instruction is a great way for all students to learn what's being taught. For CLD students, it makes language and content more accessible.



When you plan your lesson, focus on critical content and vocabulary.



Build on background knowledge and allow CLD students to share experiences that are personal to them.



Use visual aids to help with understanding (bring some objects related to that topic, show videos or pictures).



Demonstrate by using consistent and clear terminology and language. Explicitly acknowledge when an object has more than one definition or name (activating content knowledge).
When possible, use cognates to help bridge vocabulary.



Provide key support using the gradual release of responsibility model: I do, We do, You do.



Provide students with ample opportunity for practice and provide clear and immediate corrective feedback.
When checking for understanding, incorporate scaffolds using visual aids.



Check for understanding either by observing or using a quick check.

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FLUENCY

Research has shown that for both Monolingual and English Learners (EL) students, decoding and reading comprehension have a strong relationship, as do word reading fluency and reading comprehension. One key difference is that for EL, oral language is “an important foundation that supports the role of fluency as a bridge to comprehension” (Cárdenas-Hagan, p. 93, 2020).



Science-based Instructional Practices



Engaged and repetitive reading practice that is embedded with systematic support is most effective in the early grades (Chard, Vaughn, & Tyler, 2002).

- Re-read texts students are familiar with and can understand.
- CLDs can participate in echo, choral, and partner readings. Be ready to provide explicit and corrective feedback.



Incorporating instruction about the prosodic features (accent, stress, rhythm, tone, pitch, and intonation) of the text being read can aid with fluency (Rasinski et al., 2009).

- “Choral reading can reduce anxiety in ELs over mispronunciations and provide a comfortable way to practice reading and hearing fluent reading” (Carlson, 2020, p. 98).



Practicing reading with accuracy, automaticity, and appropriate prosody allows students to gain valuable insights about the sounds and cadences of the English language. This, in turn, contributes to the development of oral language fluency, reading comprehension, and listening comprehension (Cárdenas-Hagan, 2020).

- During technology-assisted readings (e.g. e-books), have students read along with the audio to become familiar with expected speed (reading rates) and prosody.



Fluency instruction for CLD must...

- Have well-defined learning objectives.
- Present tasks in an easily understandable manner.
- Model the task’s process and expectation.

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LANGUAGE DEVELOPMENT

Children who speak multiple languages build neural connections quickly. It's a myth that being bilingual causes confusion or delays. There is a strong correlation between bilingualism and positive academic performance.” (Bialystok, 2011), (Nguyen et al., 2023).

Encourage multilingual families to speak to their child in the language(s) in which they feel the most comfortable.



Model Language!

Children need to hear new words many times before they begin to use them, so repeat words and phrases frequently.

Modeling is one of the best ways to teach children correct grammar and pronunciation. If a child communicates with sounds or gestures or makes a mistake with a word or grammar, teach them.

Ask them to repeat the correct form after you (“Say___”).

Recasts (“That is a car”) and **expansions** (“That red car is a fast!”) are great strategies to build language skills.



Cross-linguistic Transfer

Cross-linguistic transfer happens when a student applies the language skills from their first language to their second language.

Educators can support this transfer with **metalinguistic awareness strategies**, e.g., teaching cognates and exploring similarities and differences in sounds, word formation, syntax, grammar, and language use between English and their home language (Beeman & Urron, 2013).

The more similar languages are structurally and in vocabulary, the more language transference is possible.



Teacher Tips:

- Teach syntax explicitly.
- Explain the meaning of figurative language.
- Include culturally authentic books for read alouds.

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PHONEMIC AWARENESS

Provide students with extensive practice hearing and reproducing sound patterns in English. This can and also with songs, chants, and read alouds.

44 Phonemes Video



Get to know your students and their home language!

- English has around 20 vowel sounds. Most short vowel sounds in English do not exist in Spanish; the vowels always make the same sound. There are five vowels sounds in Taglog- a as in father, e as in bed, i as in big (and sometimes the long e sound in bee), o as in old, and u as in hoop.
- English words can end in almost any consonant sound. In Chinese, there are only a few consonant sounds that can come at the end of a word. A student might fail to produce a final consonant sound or add an extra vowel sound at the end of an English word.
- In Spanish /h/ is silent. This might be confusing when learning the letter-sound connection /h/ makes in English.



Provide additional practice with English phonemes that are not present in the student's native language.

- Make extra time to practice potentially confusing sounds, i.e., /sh/ vs /ch/.
- Model how to pronounce phonemes correctly. This is especially relevant when pronouncing stop sounds

[ASHA Phonemic Inventories Resource](#)



Teacher Tips:

- Guide students to become aware of their mouth formation as they articulate letter sounds.
- When practicing segmenting a word scaffold by using manipulatives, or body movements.

[VLP PA Instructional Protocols](#)

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PHONICS

Explicit instruction in phonics is critical to CLD students because there are languages that lack some of the phonemes found in English or combine graphemes in ways that are different from English spelling patterns.

Some students' native languages use a non-Roman alphabet (e.g., Arabic), or are non-alphabetic (e.g., Chinese).



Teacher Tips:

Provide explicit and systematic phonics instruction, and frequent opportunities for practice.



Focus instruction on the differences between the native language and English that can cause confusion. E.g., “When you read in Spanish you know the letter h is usually silent, but in English it makes the /h/ sound like in horse.”



During explicit instruction, point out different letter combinations that have the same sound and provide extra practice time for them (E.g., in graphemes representing the sound /f/ in graph, tough, buff).



Developing word automaticity requires multiple exposures to the phoneme-grapheme correspondences and how they are used. Provide targeted instruction in encoding (spelling) and decoding (reading) together.



When practicing decoding words, use sound spelling cards.



Use illustrations to help give meaning to the sentence or the word.