Montana **Office of Public Instruction** opi.mt.gov **Elsie Arntzen, Superintendent**	**Modifications and Accommodations** **appropriate for ML/EL students**
Gen Ed Educator:	Content Area/Grade Level:

> ***Overview:*** *Modification and accommodations for ML/EL students are essential in any Language Instruction Educational Program (LIEP).* ***It is the responsibility of administrators and all educators in the school (general ed teachers, ESL teacher and specialist/support staff to make sure the appropriate modification and accommodations are in place in order to be in compliance with the office of civil rights, the department of justice and the Equal Educational Opportunities Act of 1974.***

CONNECTIONS: Environment and Engagement

___ Assign preferential seating
___ Assign peer buddy/arrange for peer tutoring
___ Provide quiet study place as needed
___ Facilitating Individual/Small group discussions/brainstorming
___ Paired Learning/Cooperative Sharing
___ Use Think-Pair-Share strategies
___ Visuals: Concept mapping, KWL, graphic organizers,
___ Classroom Visuals: Word Walls/Anchor charts
___ Connections to school and community experiences
___ Connecting to previous knowledge (KWL, etc.)

Other:_____

NATIVE LANGUAGE UTILIZATION:

___ Examine similarities/differences of first languages and English (alphabet, grammar, cognates, etc.)
___ Allow student to speak/write in native language
___ Introduce content knowledge/concepts and skills by use of native language
___ Connect content concepts in native language
___ Support vocab development with native language (synonym/antonym, phonemic awareness, etc.)
___ Use Native Language/Translanguaging strategies

Other:_____

RELEVANCE: Cultural Responsiveness

___ Paired Learning/Cooperative Sharing
___ Inviting parents/community into the classroom
___ Conducting home visits
___ Communicating with parents consistently
___ Elicit and nurture funds of knowledge
___ Create a welcoming, diverse and culturally responsive environment
___ Prioritize learning preferences based on heritage
___ Activity-based learning/tasks that focus on varying cultural perspectives
___ Use high interest/culturally relevant texts, topics, histories, events and historical/current figures
___ Respect ways of learning (uses of analogy, wait time, oral tradition, time management, cross-cultural communication).
___ Implement research-based curricula for ELs
___ Meet diverse needs regarding classroom management (acculturative stress, limited schooling, trauma, etc).

Other:_____

ENGLISH LANGUAGE DEVELOPMENT:

___ Classroom language scaffolds (Sentence stems, language/sentence frames, word walls, anchor charts)
___Support for discourse (restating, probing, building on students' language, etc.)
___ Create opportunities to incorporate new oral/written language for tasks (frontloading vocab, previewing etc.)
___ Allow artistic/symbolic representations in tasks
___ Create a safe/positive classroom environment
___ Frequent repetition and review of rules/directions
___ Check often for understanding/have students repeat directions
___ Incorporate sufficient wait time

ENGLISH LANGUAGE DEVELOPMENT (cont.)

___ Use shared learning strategies (Reciprocal pairs, think-pair-share, think aloud, cooperative learning)
___ Accept varied levels of responses (multiple attempts, alternate answers/assignments, etc.)
___ Multiple comprehension strategies (simplifying language/key words, etc.)
___ Use vocab notebooks/cards/labeling
___ Provide language experience tasks
___ Give immediate feedback for tasks
___ Incorporate writing workshops/conferences

Other:_____

Modifications and Accommodations appropriate for ML/EL students (Cont.)

MATERIALS:

___ Classify/group/chunk information
___ Culturally responsive materials/practices
___ Simulations, graphic aids, real objects/manipulatives
___ Material to support acquisition of new vocabulary and key concepts
___ Material to help identify patterns of vocabulary/content across content areas
___ Provide access/practice with the use of dictionaries, thesauri, internet, informational posters, anchor charts, etc.
___ Provide recorded/typed lectures
___ Use study guides to organize materials
___ Visual/Multimodal presentations
___ Provide essay outlines and samples of writing
___ Highlighted text/study guides
___ Provide supplementary materials
___ Provide adapted/modified textbooks
___ Use specialized curriculum
___ Use bilingual dictionaries/digital translators
___ Provide text in native languages
___ Allow use of computer/laptop/ipad

___ Other:_____

ASSESSMENTS INFORMING INSTRUCTION:

___ Allow students to answer orally
___ Use multiple-choice (avoiding trick choices)
___ Be aware of culturally biased test items
___ Read test to student
___ Modify formats/test items/shorten test
___ Extend time allowed
___ Require only selected test items
___ Provide glossaries in native language
___ Create alternative ways to assess
___ Allow test in native language
___ Adjust teaching of content/skills based on student responses during class (listening to discussions, etc.)
___ Adjust teaching of language development based on classroom activities (use of vocab, probing questions, etc.)
___ Adjust teaching of content/skills using results from planned assessment tasks (weekly reading, comprehension tests, writing score using a rubric, etc.)
___ Adjust teaching of language development using assessment tasks (analyzing writing, use of vocab, language form, etc.)
___ Provide timely, specific and constructive feedback from daily classroom activities and/or assessment tasks

Other: _____

DIFFERENTIATIONS:

___ Multiple forms of instruction (scaffolds, sheltered instruction, direct instruction, hands-on, modeling, read aloud, etc.)
___ Implement research based curricula to facilitate higher-level thinking
___ Use instructional methods for ELs (collaborative strategic reading, language experience approach, modified guided reading, guided writing, etc.)
___ Adjust difficulty level on taks, assignments, worksheets, presentations, etc.
___ Create a clear language and content objective
___ Provide additional support (extra time, repeated instructions, task analysis, rules, expectations, modeled/paired instructions, etc.)
___ Targeted differentiation to struggling learners
___ Multiple methods to access text (body language, voice tone, modeling/demonstrating expectations, hand-on activities, etc.)

DIFFERENTIATIONS: (Cont.)

___ Multiple classroom settings (paired-learning, centers, small groups.)
___ Take advantage of on-the-spot instructional opportunities
___ Support/activities that vary by proficiency level
___ Classroom management (teacher-student proximity, positive reinforcement, reviewing class routines)
___ Give assistance in note taking
___ Adjust difficulty level on assignments/worksheets.
___ Adapt/simply language on tasks
___ Give directions in small, distinct, single steps
___ Provide extra examples and models
___ Use projects to replace specific assignments
___ Shorten assignment /extend deadlines
___ Read directions to students more than once
___ Give oral clues or prompts
___ Offer alternative presentation/task options
___ Teach study skills/note-taking to students in need (Cornell, etc.)
___ Extend time requirements/omit assignments

Other:_____