

CONNECTIONS: Environment and Engagement

Modifications and Accommodations appropriate for ML/EL students

RELEVANCE: Cultural Responsiveness

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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.

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,	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
Classroom Visuals: Word Walls/Anchor charts Connections to school and community experiences Connecting to previous knowledge (KWL, etc.)	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,
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	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:
Other:	
ENGLISH LANGUAGE DEVELOPMENT: Classroom language scaffolds (Sentence stems, anguage/sentence frames, word walls, anchor charts) Support for discourse (restating, probing, building on students' language, etc.) Create opportunities to incorporate new oral/written anguage 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	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
Incorporate sufficient wait time	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:	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			
DIFFERENTIATIONS:	Other: DIFFERENTIATIONS: (Cont.)			
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.)	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			