ACCOMMODATING ENGLISH LANGUAGE LEARNERS IN THEIR CONTENT AREA CLASSES

PROFICIENCY LEVELS 3/4

DEVELOPING/EXPANDING

Instructional Accommodations

- ✓ Provide concrete "real" examples and experiences
- Activate prior knowledge: (e.g. K-W-L; make connections with students' culture, experiences, interests, and skills)
- ☑ Simplify vocabulary/ Explain slang and idioms in simpler language
- Highlight/review/repeat key points and vocabulary frequently
- Establish consistent classroom routines/ List steps for completing assignments
- ☑ Use yes/no, either/or, wh-, and why/how questions (Allow wait time for responses)
- ☐ Check for comprehension on a regular basis ("Do you understand?" is not detailed enough
- ✓ Make outlines/ Use graphic organizers and/or note-taking skeletons
- ☑ Plan ways for ESL student to participate in class and in cooperative learning groups
- ✓ Use audio tapes to reinforce learning
- ✓ Use simplified books/texts that cover content-area concepts
- ☑ Help students refine grammar and spelling
- ☑ Involve students in clearly defined tasks that require them to solve problems, analyze, defend, justify, and evaluate both orally and in writing
- ☑ Encourage student to use bilingual dictionary as a learning tool

Assessment Modifications

- ☑ Instruct student to <u>explain</u> how an answer was achieved (orally and in writing)
- Have student complete fill-in-the-blank exercises
- ☑ Ask student to retell/restate orally and in writing
- Ask student to define/explain/summarize orally and in writing
- ☑ Have student compare and contrast orally and in writing
- ✓ Use <u>cloze procedures</u> with outlines, charts, timelines, etc.
- ☑ Have student <u>analyze and explain</u> data orally and in writing
- Instruct student to express opinions and judgments (orally and in writing)
- Limit essay writing; offer alternatives such as "fill-in-the blank" sections or short answer
- <u>✓ Allow additional time</u> for completion
- ☑ Consider testing student in a separate room with an aide or ESL teacher