



MID-MICHIGAN MIGRANT & EL PROGRAM

English Language Learner Accommodations

Student Name _____

Date _____ School _____ Test Date _____ Score _____

(Please see next page of “Can Do Descriptors” for an explanation.)

Checklist for Newcomers Services

Translation Resources

___ [Google translator](#)

___ [iTunes speech to text translator](#)

___ [Google Play speech to text translator](#)

___ [Android Photo translator](#)

___ [iOS photo translators](#)

Language learning

___ [Duo-Lingo](#)

___ [Lingio \(android\)](#)

___ [English Vocab \(android\)](#)

___ [Bitsboard Vocab \(ios\)](#)

___ Lexia

___ Elementary Picture Dictionary (Oxford Picture Dictionary: Content Areas for Kids)

___ Secondary Oxford Picture Dictionary

Reading Accommodations

___ Provide oral texts

___ Read aloud tests and assignments

___ Provide modified texts ([rewordify.com](#))

___ Provide outlines

___ Provide highlighted text and material

___ Add pg#s for textbook answers

Writing Accommodations

___ Give short answer tests

___ Substitute hands-on activities for writing Assignments

___ Reduce writing tasks

___ Disregard spelling/grammar errors

General Education Classroom Accommodations

- Give modified test
- Provide additional directions
- Extended time on assignments and tests
- Provide manipulatives
- incorporate group work into grading
- Allow students to express ideas in their own words
- Pre-teach vocabulary
- Other _____
- Use visual aids
- Shorten assignments
- Small group instruction
- Allow for peer teaching
- Provide written directions
- Alternating grading (pass/fail options)
- Allow use of notes/text for assessments

Specific and Individualized Student Needs and Additional Notes:

Signature of Team Members

EL Teacher

General Education Teacher

Level	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching
Level of Service	K-5: 30-45 min. 5/week 6-12: 40-55 min. 5 times /week	K-5: 30-45 min. 5/week 6-12: 40-55 min. 5 times /week	K-12: 30 min. 3 or 4 times /week	K-12 30 min. 2 or 3 times/week	Monitoring weekly or bi-weekly	Monitoring weekly or bi-weekly
Can Do: At the given level of English language proficiency, English language learners will process, understand, produce or use:	-pictorial or graphic representation of the language of the content areas -words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic, or interactive support -oral language with phonological, syntactic, semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support	-general language related to the content areas -phrases or short sentences -oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one-to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support	-general and some specific language of the content areas -expanded sentences in oral interaction or written paragraphs -oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support	-specific and some technical language of the content areas -a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs -oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of communication when presented with oral written connected discourse with sensory, graphic or interactive support	-a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports -oral or written language approaching comparability to that of English proficient peers when presented with grade level material	-specialized or technical language reflective of the content areas at grade level -a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by specific grade level -oral or written communication in English comparable to English-proficient peers
Explicit Language Instructions: the intentional teaching of language form, function and vocabulary in all core and complementary subject areas.	-Basic vocabulary and simple phrases and sentences to engage in classroom experiences -Early literacy skills (as developmentally appropriate)	-Basic and utility vocabulary and structures for social interactions and academic experiences -Strengthening decoding and reading comprehension -Developing essential writing skills	-Attention to vocabulary , grammatical forms and language functions required for academic tasks -Explicit instruction in reading and writing strategies	-Attention to broadening scope and use of vocabulary and syntax -Explicit instruction in typical patterns of academic discourse for grade level (e.g., expository paragraphs, reports)	-Strengthening the range of language patterns for oral and written production; e.g., style, tone, voice, audience)	
Modification: although all students are expected to work toward achieving grade-level curricular outcomes, teachers may, in certain cases, need to modify outcomes or select outcomes from earlier grades to meet the needs of English language learners at the beginning stages of English language acquisition	Modification of curricular outcomes or select from earlier grades based on the needs of English language learners	Modification of curricular outcomes or select outcomes from earlier grades based on the needs of English language learners	NA	NA	NA	

	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Differentiation: when teachers attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.</p>	<ul style="list-style-type: none"> -Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects -Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practiced presentations, categorizing and labelling 	<ul style="list-style-type: none"> -Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects -Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practiced presentations, categorizing and labelling 	<ul style="list-style-type: none"> -Provide scaffolded support for learning tasks; e.g., supported rehearsal for oral presentation, support for editing final products, support to expand on ideas -Provide scaffolded opportunities for students to demonstrate their learning with products, such as formatted or patterned texts, structured group activities 	<ul style="list-style-type: none"> -Provide scaffolded support for learning tasks; e.g., writing prompts, supported research or inquiry, problem solving with language support, support to generate a greater level of detail, some support with rehearsals, some editing support with more complex and specific language -Have students generate texts based on models 	<ul style="list-style-type: none"> -Provide scaffolded support for learning tasks; e.g., specific and higher level language scaffolding -Have students give and receive peer support -Have students generate a variety of text types independently
<p>Culturally Responsive Practices: acknowledges the home language and prior knowledge of English language learners, supports the use of the students' home languages to understand the English language and academic concepts, and encourages opportunities for students to share their cultures.</p>	<ul style="list-style-type: none"> -Use first language buddies -Use dual language books -Ensure visuals represent multicultural perspectives; e.g., food, shelters and structures, landforms -Organize center activities that reflect various cultures; e.g., imaginative play area provides clothing from many culture 	<ul style="list-style-type: none"> -Encourage students to generate first draft writing in their first language -Pre-teach language and social norms for participating in cooperative learning tasks -Use a storytelling approach to introduce new information -Teach social interaction skills for conflict resolution 	<ul style="list-style-type: none"> -Explicitly teach background information related to Canadian culture -Provide translation and first language interaction opportunities 	<ul style="list-style-type: none"> -Select materials that demonstrate multiple perspectives; e.g., global literature -Model expectations related to Canadian forms of products and assignments; e.g., essays, lab reports -Provide technologies to access multiple sources of information in multiple languages 	<ul style="list-style-type: none"> -Provide students with opportunities to demonstrate understanding through their culture -Address stylistic differences in literature and discourse patterns in writing between languages/ cultures

	Level 1	Level 2	Level 3	Level 4	Level 5
Resources: engage students through the multimodal resources through multiple perspectives.	-Realia and visuals to build background knowledge - Manipulatives -Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts -Video with an adjusted rate of speech, subtitles, essential concepts only -Preselected websites at an appropriate level -Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software -Interactive multimedia at appropriate level	-More specific realia and visuals to build background knowledge -Manipulatives -Texts introducing design features, high interest/low vocabulary texts, modified texts, abridged texts, visually supported texts -Video with an adjusted rate of speech, subtitles, essential concepts, with some detail -Preselected websites at an appropriate level -Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software -Interactive multimedia at appropriate level	-Realia to activate prior knowledge -Visuals with text, concept maps -Manipulatives -Highly formatted texts, levelled texts, abridged texts, visually supported texts -Video with appropriate content and supporting visuals -Choice of preselected websites at an appropriate level -Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software -Interactive multimedia at appropriate level	-Realia to activate prior knowledge -More detailed visuals with text with increased vocabulary, e.g., diagrams, concept maps, might be student generated -Manipulatives -Highly formatted texts -Video with appropriate content and visuals -Student-selected websites with teacher support -Technologies; e.g., translation tools, online thesaurus/ dictionary -Interactive multimedia at appropriate level	-Realia to activate prior knowledge -Visuals with increased complexity and specificity, e.g., diagrams, concept maps, might be student generated -Manipulatives -Highly formatted texts -Video with appropriate content and visuals -Independent selection and navigation of websites -Technologies; e.g., translation tools, online thesaurus/ dictionary -Interactive multimedia at appropriate level