

Great Valley School District ELD Modification/Adaptations for all content areas

Level	1	2
Instruction	<ul style="list-style-type: none"> • Teach basic commands by modeling actions (“Open your book.”) • Use simplified, correct language, repeating or paraphrasing as needed. • Allow sufficient wait time. • Model the completion and use of graphic organizers such as Venn diagrams, T-chart, and concept maps. • Encourage participation in discussions by eliciting nonverbal or brief communication • Model content and academic language and provide sentence starters/examples and models. • Build confidence by rewarding all attempts to communicate • Use extensive visual support, since level 1 students are typically unable to derive meaning. • Support grade-level content curriculum with high quality, age-appropriate, lower- reading – level materials aligned with content curriculum that provide extensive visual support. • Build background and help students to make connections to prior learning. • Ask students to communicate through cutting and pasting images or drawing. • Accept drawing, copying and labeling, and self-generated approximations of words and phrases in lieu of grade-level writing. • Concentrate on student meaning rather than on correctness of expression. 	<ul style="list-style-type: none"> • Use simplified, correct language, repeating or paraphrasing as needed. • Allow sufficient wait time. • Provide and model the use of graphic organizers such as a Venn diagram, t-charts, and concept maps. • Encourage participation in discussion by eliciting phrases or simple sentences • Model content/academic language and providing sentence examples and models. • Concentrate on student meaning rather than on correctness of expression. • Use extensive visual support, since level 2 students are often unable to derive meaning from print alone. • Support grade-level content curriculum with high-quality, age-appropriate, lower-reading-level materials aligned with content curriculum that provide extensive visual support. • Build background knowledge and help students to make connections to prior learning and experiences. • Accept phrases or simple sentence in lieu of grade-level writing expectations.
Assessment & Assignments	<ul style="list-style-type: none"> • Use visually supported graphic organizers that students complete with pictures, words, or short phrases to check for understanding. • Use assignments/assessments that allow students to demonstrate content knowledge, skills and abilities without language mastery. • Focus on correct answers rather than errors and omissions • Explain the assignment/assessment orally and provide extensive visual support, expecting comprehension to be dependent upon visuals provided. (ex. realia, icons, manipulatives, modeling/models) • Evaluate and ask for comprehension or demonstration of understanding by means of student’s nonverbal communication (ex. locating or selecting by pointing, mimicking, matching, drawing, sequencing) • Ask for demonstration of understanding (ex. pointing, drawing, matching, copying, using pictures/realia to sequence,) • Elicit physical response (ex. locating or selecting by pointing or raising hand) • Ask students to retell visually supported stories and texts presented with props and acting • Test orally using everyday language to elicit individual words and brief chunks of language • Elicit beginning writing (ex. drawing, copying, labeling) production of letters, words, numbers and phrases 	

PA & Federal Law requires that teachers of English Language (EL) students, in all content areas, provide accommodations and modifications to enable students to succeed in the classroom. Documentation of accommodations/modifications is required. EL students cannot fail a class if adequate accommodations/modifications were not provided.