

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

<b>Level</b>	<b>3</b>	<b>4+</b>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• Provide Sensory support every lesson (ex. real objects).</li> <li>• Explicitly teach and require students to speak increasingly complex content/academic vocabulary and sentence structures</li> <li>• Use increasingly complex language, paraphrasing as needed.</li> <li>• Allow sufficient wait time.</li> <li>• Provide opportunities for oral discourse such as reporting and presentations</li> <li>• Provide visually supported sentence frames and models for academic discourse.</li> <li>• Concentrate on students’ meaning to a greater extent than correctness of expression.</li> <li>• Use materials aligned with content that provide extensive visual support.</li> <li>• Build background knowledge and help students make connections to prior learning.</li> <li>• Facilitate, model, and support the use of graphic organizers such as Venn diagrams, T-charts and concept maps.</li> <li>• Accept increasingly complex sentences in lieu of grade-level writing expectations.</li> <li>• Engage students in writing activities that elicit expanded sentences using a range of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold language development by modeling and prompting increasingly academic and grammatically varied language about both concrete and abstract topics.</li> <li>• Provide opportunities to produce extended oral discourse, increasingly inclusive of abstract thought.</li> <li>• Scaffold extended oral language production by providing visually supported discourse-level frames and models for high-quality academic discourse.</li> <li>• Insist on increasingly correct and precise language.</li> <li>• Provide students with graphic organizers to enhance higher-order thinking.</li> </ul>
<b>Assessment &amp; Assignments</b>	<ul style="list-style-type: none"> <li>• Employ simplified English and visual supports such as clip art or graphs.</li> <li>• Create assignments/assessments that allow students to demonstrate content knowledge, skills and abilities without language mastery.</li> <li>• Make the assignments/assessment process comprehensible by explaining the directions orally and providing visual support (ex. realia, icons, manipulatives and models).</li> <li>• Simultaneously assess content and language development (ex. through summarizing, story retelling, questioning and responding, analyzing, evaluating).</li> <li>• Test orally using and expecting more precise and specific content vocabulary and increasingly complex grammatical structures. (Language should reflect sentence frames and model during instruction).</li> <li>• Elicit writing of increasingly complex sentence structures using a developing range of content/academic vocabulary.</li> </ul>	

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.