SUPPORTING
ENGLISH LANGUAGE LEARNERS

UPPER CANADA
District School Board

Accommodations For English Language Learners

Student Name:	Grade:
Form completed by:	Date:

☐ **This student is on a Modified Program.**
See attached Record of Modifications (Appendix B) and/or ESL/ELD Program Plan (Appendix D).

Note: "Accommodations are strategies and provisions provided by the teacher to enable students to meet the curriculum expectations. When a student's program is accommodated, the provincial curriculum expectations are not altered." (*Supporting English Language Learners, Grades 1 to 8*, 2008, p. 51)
Accommodations checked below are those strategies and supports that differ from what is normally provided during classroom instruction and are essential for this learner.

	Instructional		Environmental		Assessment
	Concrete and visual supports (e.g. models, manipulatives, pictures, charts, vocabulary lists, demonstrations, realia)		Visual schedule		Extra time
	Key visuals (e.g. teacher-developed graphic organizers: T-charts, Venn diagrams, flow charts, timelines, story maps)		Visual and multilingual supports posted in classroom		Reduction in the number of tasks used to assess a concept or skill
	Student use of first language (e.g. journal writing, personal dictionaries, prewriting, outlines, drafts, dual-language assignments, planning with same-language partners)		Print (vs. cursive script)		Varied forms of assessment (e.g. oral interviews, demonstrations, visual representations, learning logs, portfolios)
	Bilingual support (e.g. dual-language materials, dictionaries, bilingual peer translation/clarification/check for understanding)		Strategic seating		Negotiate written assignments (e.g. reduce length, increase time, graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English)
	Materials that reflect cultural diversity		Alternative work space when required		Allow choice
	Adapted and/or simplified text		Predictable routines		Reduced/uncluttered format, increased spacing for response area

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	Reduced/uncluttered format		Classroom cueing system		Simplified language and instructions
	Add vocabulary word bank to student activities		Non-verbal signals		Highlight key words/tasks
	Read printed material to student and allow time for conversation about the content		Face the class for lessons and instructions		Read questions to student
	Provide second set of texts for home		Use of technology		Check for comprehension (ask student to summarize and/or paraphrase instructions)
	Pre-teach key vocabulary in context				Add vocabulary word bank to assessment materials
	Pre-teach necessary background knowledge				Provide visual sample of expectations
	Clear, explicit instructions				Provide prompts/cues
	One instruction at a time				Brainstorming, planning, draft work in first language
	Scaffolding				Verbatim scribing and/or record oral responses
	Emphasize key ideas, new vocabulary, and instructions				Access to technology
	Use of notes and written/visual instructions as needed (e.g. numbers "14" vs. "40", or "Do questions 1 to 6" vs. "Do questions 1, 2, 6")				Focus first on content before dealing with language errors, then address one language skill that has been explicitly taught and practiced
	Model reflective thinking				Check frequently on student to reduce frustration
	Simplification and repetition of instructions as needed				Alternative setting
	Provide visual model of expectations (process and product), work sample on desk				Periodic supervised breaks
	Use concrete activities to teach abstract concepts				
	Multisensory teaching (e.g. movement, rhythm, hands-on activities, authentic experience)				
	Provide the opportunity to hear the same idea expressed in different ways, multiple examples and demonstrations				

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	Explicit teaching of new concepts (e.g. "This is a microscope. This is what a microscope does.")			
	Explicitly teach note-taking, writing process and forms, summarizing, paraphrasing, test taking, and study skills			
	Demonstrate highlighting and underlining techniques for key words or important information			
	Make connections to student's prior knowledge/skills			
	Provide notes that highlight key ideas and new words (e.g. summary sheet)			
	Chunk information by breaking tasks down into smaller more manageable pieces			
	Reduce number of tasks if expectations are met			
	Prioritize tasks for completion			
	Reduce work time into short blocks			
	Allow choice for assignments and reading materials			
	Simplify vocabulary and sentence structure			
	Be conscious of words that need further explanation			
	Explicitly teach multiple meaning vocabulary and figurative language			
	Explicitly teach word-learning strategies (e.g. using context, word parts)			
	Reintroduce new words in a different context			
	Monitor the use of idioms, cultural references, jokes, colloquial forms, figurative language, slang			
	Non-verbal cues (e.g. gestures, facial expressions, mime)			
	Prompt student's name to gain attention			

May 2014

Provide student with the questions you will ask in advance so they can prepare			
Provide double or triple wait time			
Ask student to summarize/paraphrase instructions/new information to check for comprehension			
Teach student how to ask for help/clarification			
Reduce anxiety levels – acknowledge progress in language learning as well as content-based skills/knowledge			
Provide feedback on one kind of error at a time. Identify common errors, teach them explicitly and provide opportunities to practice.			
Small group instruction			
Peer tutor/buddy			
Mnemonic devices (phrase or rhyme used as a memory tool)			
Access to technology			
Extra time			
Teach students to categorize and/or summarize their information using graphic organizers			
Assist with, and provide time for organization of materials			

"We do not first 'learn' language and then later 'use' it. Second-language learners do not in any case have the time to study English as a 'subject' before they use it to learn other things; they must begin to use it as a medium for learning as soon as they enter school, simultaneously developing their second language hand-in-hand with curriculum knowledge."

~Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*, 2002, p. 25