

LINGUISTIC ACCOMMODATIONS for each Proficiency Level

Sequence of Language Development	Communicating and Scaffolding Instruction			
	Listening Teachers...	Speaking Teachers...	Reading Teachers...	Writing Teachers...
Beginning (A)	<ul style="list-style-type: none"> Allow use of same language peer and native language support Expect student to struggle to understand simple conversations Use gestures and movement and other linguistic support to communicate language and expectations 	<ul style="list-style-type: none"> Provide short sentence stems and single words for practice before conversations Allow some nonparticipation in simple conversations Provide word bank of key vocabulary Model pronunciation of social and academic language 	<ul style="list-style-type: none"> Organize reading in chunks Practice high frequency, concrete terms Use visual and linguistic supports Explain classroom environmental print Use adapted text 	<ul style="list-style-type: none"> Allow drawing and use of native language to express concepts Allow student to use high frequency recently memorized, and short, simple sentences Provide short, simple sentence stems with present tense and high frequency vocabulary
Intermediate (B)	<ul style="list-style-type: none"> Provide visuals, slower speech, verbal cues, and simplified language Preteach vocabulary before discussions and lectures Teach phrases for student to request speakers repeat, slow down, or rephrase speech 	<ul style="list-style-type: none"> Allow extra processing time Provide sentence stems with simple sentence structures and tenses Model and provide practice in pronunciation of academic terms 	<ul style="list-style-type: none"> Allow wide range of reading Allow grade level comprehension and analysis of tasks including drawing and use of native language and peer collaboration Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary 	<ul style="list-style-type: none"> Allow drawing and use of native language to express academic concepts Allow writing on familiar, concrete topics Avoid assessment of language errors in content area writing Provide simple sentence stems and scaffolded writing assignments
Advanced (C)	<ul style="list-style-type: none"> Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations Provide opportunities for student to request clarification, repetition, and rephrasing 	<ul style="list-style-type: none"> Allow extra time after pauses Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade level reading comprehension and analysis with peer support Provide visual and linguistic supports including adapted text for unfamiliar topics 	<ul style="list-style-type: none"> Provide grade level appropriate writing tasks Allow abstract and technical writing with linguistic support including teacher modeling and student interaction Provide complex sentence stems for scaffolded writing assignments
Advanced High (D)	<ul style="list-style-type: none"> Allow some extra time when academic material is complex and unfamiliar Provide visuals, verbal cues, and gestures when material is complex and unfamiliar 	<ul style="list-style-type: none"> Provide opportunities for extended discussions Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade level reading Provide minimal visual and linguistic supports Allow grade level comprehension and analysis tasks with peer collaboration 	<ul style="list-style-type: none"> Provide complex grade level appropriate writing tasks Allow abstract and technical writing with minimal linguistic support Use genre analysis to identify and use features of advanced English writing