

Linguistic Accommodations for Each Language Proficiency Level

	Listening <i>The teacher....</i>	Speaking <i>The teacher....</i>	Reading <i>The teacher....</i>	Writing <i>The teacher....</i>
Beginning	<ul style="list-style-type: none"> Allow native language and same language peer support Expect the student to struggle to understand simple conversations Use movement and gestures 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 students to use high frequency recently memorized and short simple sentences Provide short simple sentence stems with present tense and high frequency vocabulary
Intermediate	<ul style="list-style-type: none"> Provide visuals, verbal cues, slower speech, simplified language Preteach vocabulary before discussions and lectures Teach phrases for students 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 visual and linguistic support using adapted text Preteach vocabulary 	<ul style="list-style-type: none"> Allow drawing and use of native language to express academic concepts Allow writing on familiar concrete concepts Avoid assessment of language errors in content area writing Provide simple sentence stems Scaffold writing assignments
Advanced	<ul style="list-style-type: none"> Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations Provide opportunities for students to request clarification, repetition and rephrasing 	<ul style="list-style-type: none"> Allow extra time after pauses Provide sentence stems with present, past, future and complex grammar Provide vocabulary including abstract and content-based terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading comprehension and analysis with peer support Provide visual and linguistic support 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 to scaffold writing assignments
Advanced High	<ul style="list-style-type: none"> Allow extra time when academic material is unfamiliar and complex Provide visuals, gestures and verbal cues when material is unfamiliar and complex 	<ul style="list-style-type: none"> Provide opportunities for extended discussions Provide sentence stems with present, past, future and complex grammar Provide vocabulary including abstract and content-based terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading Provide minimal visual and linguistic support 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

Adapted from the Texas Education Agency

These are general guidelines for communication and scaffolding instruction. Teachers are encouraged to use other strategies to provide linguistic accommodations. Some strategies may be beneficial for students at all levels of proficiency depending on the context of instructional delivery.