

Linguistic Accommodations Checklist

Linguistic Accommodations	
✓	Effective Instructional Practices for ELLs
	Explicitly state instructional objective
	Explain task using student-friendly language
	Use predictable, clear, and consistent instructions
	Connect new content to prior knowledge
	Scaffold instruction
	Model skills/strategies
	Provide multiple opportunities to respond
	Model correct language
	Provide immediate feedback
	Maintain brisk pacing
	Monitor student work
	Provide individual turns
	Differentiate materials
	Differentiate tasks
	Use Systematic instruction
	Diagnostic and prescriptive
✓	Linguistic Accommodations – Classroom Level
	Label classroom objects/stations with words and pictures
	Provide a print-rich environment
	Create bilingual word walls
	Design a classroom library with clearly marked books in English
	Designate spaces for various content areas
	Design an audio or technology center for audio books
	Provide bilingual picture dictionaries
✓	Linguistic Accommodations – Teacher Level
	Use consistent signals
	Maintain high expectations
	Use routines and norms
	Create a safe environment
	Model and explain (repeat)
	Reduce student confusion
	Teach explicitly
	Provide systematic instruction
	Teach metacognitive skills
	Check for understanding
	Provide immediate positive feedback
	Provide constructive corrective feedback
	Control for task difficulty
	Listen to small group discussions
	Allow student-generated ideas

	Provide student-centered instruction
	Use L1 life experiences in planning lessons
	Relate new information to students' lives and cultural backgrounds
	Adapt text to the level of the reader
	Activate or build background knowledge
	Use flexible grouping
	Structure partner, triad, and group practice
	Monitor progress
	Modeled Talk
	I Do, We Do, You Do
	Think-Pair-Share Variations <ul style="list-style-type: none"> • Think-Pair-Share • Think-Pair-Share-Listen • Think-Pair-Share-Square • Think-Draw-Pair-Share • Think-Write-Pair-Share • Mix-Pair-Share • Formulate-Share-Listen-Create • Survey-Think-Write-Pair-Share
✓	Linguistic Accommodations – Student Level
	Use graphic organizers
	Use bilingual dictionaries
	Share stories/experiences
	Retell stories
	Work in groups
	Use visuals to help in understanding
	Participate in class discussions
	Take turns in discussions
	Listen to classmates' responses
	Use text to assist in listening
	Use audio to assist in reading
	Practice using new vocabulary in discussions
	Practice using new vocabulary in writing
✓	Language Scaffolds
	Use clear consistent language
	Use simple, clear instructions
	Make language comprehensible
	Be a good language model
	Paraphrase student's incorrect responses
	Modify speed, complexity, and syntax
	Modify intonation of speech
	Provide ample opportunities to use and practice language
	Ask supplemental questions to address approximations (almost answers)
	Ask clarifying questions to ensure understanding



	Provide structured dialogue opportunities
	Include social and academic language in each lesson
	Provide rich language interaction
	Mix groups of English proficient and non-proficient students
	Scaffold questions based on ELP levels
	Allow language processing time
	Allow all students to respond
✓	Visual Scaffolds
	Pictures
	Drawings
	Diagrams
	Charts
	Graphs
	Tables
	Graphs
	Symbols
	Illustrations
	Use the Internet
	Color code text
✓	Concrete Scaffolds
	Use realia – real-life objects
	Incorporate Total Physical Response (TPR)