

Modifications or Adaptations?



“For language to be acquired as a part of the unconscious system of communication, the focus of instruction should be on something other than the language itself and the message (content) should be *comprehensible* and of *interest*.”

--Steven Krashen

MODIFICATIONS	
English Proficiency Level	Modifying Lessons/Materials
Level 1 Beginner	<ul style="list-style-type: none"> ➤ Making Connections <ul style="list-style-type: none"> ❖ Activate prior knowledge (ex., brainstorm, webbing, KWL) ❖ Explain with realia, illustrations, maps, and photos ❖ Do demonstrations and role plays ➤ Student-Centered Learning <ul style="list-style-type: none"> ❖ Provide hands-on experiences ❖ Allow exploration ❖ Encourage active participation ❖ Plan field trips or culminating experiences ➤ Comprehension Activities <ul style="list-style-type: none"> ❖ Use jigsaw activities ❖ Provide sequencing activities ❖ Have students illustrate key events ➤ Semantic Mapping <ul style="list-style-type: none"> ❖ Use graphic organizers such as story maps, timelines, Venn diagrams, graphs, and charts ➤ Writing <ul style="list-style-type: none"> ❖ Incorporate process writing, dialogue journals, language experience approach, and character diaries
Level 2 Early Intermediate	
Level 3 Intermediate	
ADAPTATIONS	
English Proficiency Level	Adapting Lessons/Materials
Level 4 Advanced	<ul style="list-style-type: none"> ➤ Alternative Text <ul style="list-style-type: none"> ❖ Supplement with simplified text or authentic children’s literature ❖ Use student-authored text ❖ Provide bilingual resources ➤ Audiovisual <ul style="list-style-type: none"> ❖ Use video and TV clips ❖ Turn on closed-captioning on TV ❖ Provide books on tape
Level 5 Advanced Proficient	

Making it accessible and *comprehensible* for ALL students!