SPECIALLY DESIGNED INSTRUCTION FOR ENGLISH LANGAUGE LEARNERS *Level 1 & 2 ELLs*

SDI should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for Entering Level 1 and Beginning Level 2 ELLs.

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| ***Modifications and SDI*** | ***Location*** | ***Frequency*** | ***Duration*** |
| 1. Provide study guides, guided notes and guided assignments (fill-in-the-blank, cloze passage, skeleton frame, outline, and sentence starter) | General Education | Daily | Current academic school year |
| 1. Provide specific on-line sources for assignments | General Education | Daily | Current academic school year |
| 1. Partner ELLs with native English speaking peers | General Education | Daily | Current academic school year |
| 1. Reduce or eliminate non-essential concepts | General Education | Daily | Current academic school year |
| 1. Chunk and model directions and instructions into manageable pieces.   Follow one-step or two-step directions | General Education | Daily | Current academic school year |
| 1. Provide models and examples of assignments | General Education | Daily | Current academic school year |
| 1. Provide instructions and directions orally and in writing | General Education | Daily | Current academic school year |
| 1. Shorten and condense readings, assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide extended time for assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide alternate assignments and assessments | General Education | Daily | Current academic school year |
| 1. Frequent comprehension checks by having the ELL show you | General Education | Daily | Current academic school year |
| 1. Ask and select concrete questions and terms | General Education | Daily | Current academic school year |
| 1. Avoid or limit use of slang, idioms, and cultural references | General Education | Daily | Current academic school year |
| 1. Seek additional support from ESL teacher | General Education | Daily | Current academic school year |
| 1. Clearly mark transitions between activities | General Education | Daily | Current academic school year |
| 1. Preferential seating | General Education | Daily | Current academic school year |
| 1. Use simplified vocabulary and sentences | General Education | Daily | Current academic school year |
| 1. Identify concepts about print and text features of your course’s textbook | General Education | Daily | Current academic school year |
| 1. Read assignments and assessments aloud for ELLs | General Education | Daily | Current academic school year |
| 1. Answer WH-questions orally or through illustrations | General Education | Daily | Current academic school year |
| 1. Use of repetition | General Education | Daily | Current academic school year |
| 1. Point, match, and label pictures, illustrations, words, and phrases | General Education | Daily | Current academic school year |
| 1. Categorize and sequence information using pictures and objects | General Education | Daily | Current academic school year |
| 1. Use non-verbal cue; such as point, gesturing, and pantomiming | General Education | Daily | Current academic school year |

SPECIALLY DESIGNED INSTRUCTION FOR ENGLISH LANGAUGE LEARNERS *Level 3 & 4 ELLs*

SDI should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for Developing Level 3 and Expanding Level 4 ELLs.

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| ***Modifications and SDI*** | ***Location*** | ***Frequency*** | ***Duration*** |
| 1. Provide study guides, guided notes and guided assignments (fill-in-the-blank, cloze passage, skeleton frame, outline, and sentence starter) | General Education | Daily | Current academic school year |
| 1. Provide specific on-line sources for assignments | General Education | Daily | Current academic school year |
| 1. Partner ELLs with native English speaking peers | General Education | Daily | Current academic school year |
| 1. Reduce or eliminate non-essential concepts | General Education | Daily | Current academic school year |
| 1. Chunk and model directions and instructions into manageable pieces.   Follow three-step or four-step directions | General Education | Daily | Current academic school year |
| 1. Provide models and examples of assignments | General Education | Daily | Current academic school year |
| 1. Provide instructions and directions orally and in writing | General Education | Daily | Current academic school year |
| 1. Shorten and condense readings, assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide extended time for assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide alternate assignments and assessments | General Education | Daily | Current academic school year |
| 1. Frequent comprehension checks by having the ELL show and tell you | General Education | Daily | Current academic school year |
| 1. Ask and select concrete questions and terms | General Education | Daily | Current academic school year |
| 1. Avoid or limit use of slang, idioms, and cultural references | General Education | Daily | Current academic school year |
| 1. Seek additional support from ESL teacher | General Education | Daily | Current academic school year |
| 1. Clearly mark transitions between activities | General Education | Daily | Current academic school year |
| 1. Preferential seating | General Education | Daily | Current academic school year |
| 1. Use simplified vocabulary and sentences | General Education | Daily | Current academic school year |
| 1. Identify concepts about print and text features of your course’s textbook | General Education | Daily | Current academic school year |
| 1. Read assignments and assessments aloud for ELLs | General Education | Daily | Current academic school year |

SPECIALLY DESIGNED INSTRUCTION FOR ENGLISH LANGAUGE LEARNERS *Level 5 & 6 ELLs*

SDI should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for Bridging Level 5, Reaching Level 6, including Monitored ELLs.

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| ***Modifications and SDI*** | ***Location*** | ***Frequency*** | ***Duration*** |
| 1. Provide study guides, guided notes and guided assignments (fill-in-the-blank, cloze passage, skeleton frame, outline, and sentence starter) | General Education | Daily | Current academic school year |
| 1. Provide specific on-line sources for assignments | General Education | Daily | Current academic school year |
| 1. Partner ELLs with native English speaking peers | General Education | Daily | Current academic school year |
| 1. Reduce or eliminate non-essential concepts | General Education | Daily | Current academic school year |
| 1. Chunk and model directions and instructions into manageable pieces. | General Education | Daily | Current academic school year |
| 1. Provide models and examples of assignments | General Education | Daily | Current academic school year |
| 1. Provide instructions and directions orally and in writing | General Education | Daily | Current academic school year |
| 1. Shorten and condense readings, assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide extended time for assignments and assessments | General Education | Daily | Current academic school year |
| 1. Provide alternate assignments and assessments | General Education | Daily | Current academic school year |
| 1. Frequent comprehension checks by having the ELL tell you | General Education | Daily | Current academic school year |
| 1. Ask and select concrete questions and terms | General Education | Daily | Current academic school year |
| 1. Avoid or limit use of slang, idioms, and cultural references | General Education | Daily | Current academic school year |
| 1. Seek additional support from ESL teacher | General Education | Daily | Current academic school year |
| 1. Make connections to ELLs’ prior experiences and learning | General Education | Daily | Current academic school year |