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| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| **Extension Activities*** Allow students to pursue independent projects based on their individual interests
* Provide enrichment activities that include more advanced material
* Allow team-teaching opportunities and collaboration
* Set individual goals
* Conduct research and provide a presentation of appropriate topics.
* Design surveys to generate and analyze data to be used in a discussion.
* Use of Higher Level Questioning Techniques
* Provide assessments at a higher level of thinking
 | **Modifications for Classroom*** Pair visual prompts with verbal presentations
* Repetition and practice
* Model to be mastered

**Modifications for Homework/Assignments*** Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
* Extended time for assignment completion as needed
* Highlight key vocabulary
* Use graphic organizers

Beginners: * Use graphic models and visual examples to connect important ideas
* Pair graphic representations with content vocabulary – math journals, vocabulary cards, and more
* Utilize manipulatives – pattern blocks, paper money, tangrams, etc. Use manipulatives to help students make connections between concrete and abstract concepts
* Use pictures or visuals wherever possible
* Cue students before asking a questions during class discussions
* Help students with background vocabulary
* Use graphic organizer
* Modify the length of reading passages, with extended time to complete them
* Minimize homework to essential content and learning
* Assign simplified homework with extended time to complete it
* Simplify assessments:
	+ true/false
	+ Multiple choice ( only two choices)
	+ Matching
	+ decreased number of questions
* Use of a bilingual dictionary
* Focus on recognition work (listening, reading), rather than productive work (speaking and writing)

Intermediate: * Use pictures or visuals wherever possible
* Cue students before asking a questions during class discussions
* Oral and written production expanded
* Focus on main/core vocabulary only
* Help students understand contextual terms
* Extended time for assessments
* Provide an outline of class notes so that students can focus on class discussion
* Ask students to re-phrase key ideas in their own words
* Check comprehension of directions by asking students to restate the information
 | ***(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 teams)*****Modifications for Classroom*** Pair visual prompts with verbal presentations
* Ask students to restate information, directions, and assignments.
* Repetition and practice
* Model skills/techniques to be mastered.
* Extended time to complete classwork
* Provide a copy of class notes
* Preferential seating to be mutually determined by the student and teacher
* A student may request to use a computer to complete assignments.
* Establish expectations for correct spelling on assignments.
* Extra textbooks for home.A student may request books on tape / CD / digital media, as available and appropriate.
* Assign a peer helper in the class setting
* Provide oral reminders and check student work during independent work time
* Assist student with long and short term planning of assignments
* Encourage student to proofread assignments and tests
* Provide regular parent/ school communication
* Teachers will check/sign student agenda daily
* Student requires use of other assistive technology device

**Modifications for Homework and Assignments*** Extended time to complete assignments
* Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
* Provide the student with clearly stated (written) expectations and grading criteria for assignments
* Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments*** Extended time on classroom tests and quizzesStudent may take/complete tests in an alternate setting as needed
* Restate, reread, and clarify directions/questions
* Distribute study guide for classroom tests
* Establish procedures for accommodations / modifications for assessments
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* Repetition and practice
* Model to be mastered.
* Extended time to complete classwork
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* Establish expectations for correct spelling on assignment
* Extra textbooks for home

**Build Students’ Strengths and Multiple Intelligences*** Verbal Linguistic
* Logical – reasoning
* Musical/ Rhythmic
* Intrapersonal Intelligence
* Visual Spatial Intelligence
* Interpersonal Intelligence
* Bodily Kinesthetic accommodations/modification sent may request books on tape / CD / digital media, as available and appropriate.
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