Accommodations and Modifications
Tool Kit

2011
Philosophy Statement

You have the freedom and the need to diversify, to differentiate, to grade differently, and to set different expectations. A regular classroom is made up of a diversity of students with a wide diversity of abilities. We cannot expect students to learn if the approach to teaching lacks diversification. We cannot be striving for all students to learn the same things at the same levels. Performance comparisons are no longer student to student, or student to text, but only student to standards. We are striving for all students to learn as much as they possibly can. The mixture of students in a classroom enhances the learning of all because it brings out many different perspectives, thoughts, questions, and ideas that help enrich the learning for all students.

What’s Your Perspective?

Is there an importance on grading, and a need to have scores?

Is there an internal push to present as much information as possible?

Is there a need to have the same expectations for every student?

Is there a need to be “fair”?

Does the curriculum drive you or do you drive the curriculum, considering the needs of all of your students?

Is it more important to present the content in a variety of ways or to dilute the curriculum and present less?
Differentiated Instruction

How many different ways can you present parts of the curriculum? You may show a video, or give a lecture, you may have students build a project, or discuss in groups. There are so many different (Differentiated) ways to help students gain an understanding. It is well documented that a differentiated approach to instruction is **BEST**, at all times, for **all** students.

Learning is enhanced, deepened, enriched, integrated, and absorbed far better when instruction is differentiated. Key concepts, integrated into students’ knowledge base, supported by images, facts, emotions, activities, and events seem to be the crucial elements for learning.

Examples of Differentiated Instruction:

- Provide a basic introduction to the subject before starting a lesson. Ask questions and direct discussions to elicit prior knowledge.
- Include hands on experiences and manipulatives
- Make real life connections
- Use experiments
- Schedule field trips at the beginning of a lesson
- Continue to repeat and rephrase the major points of the unit or lesson
- Insert meanings of vocabulary throughout the lesson
- Provide a student “a minute or so” to think about how they might answer a question
- Provide stories or humor which support a point
- Partner students for activities.
- Demonstrate use of graphic organizers
- Provide study guides or copies of lecture notes
- Don’t use open-ended questions, provide leads so the student is directed to the answer, use closed strategies that narrow the depth of what is asked for, or give a student choices
- Use video clips and pictures
Accommodations and Modifications Defined

**Accommodations** are adjustments:

- to the materials,
- to the way information is presented,
- to the environment being presented in, or
- in what is given for homework.

The intent is to allow students to “see” and “understand” the curriculum content better. Performance measures, such as homework, class participation, and tests may be different for different students. You accommodate the student based on need, so they can, e.g. show what they have learned, have a better chance understanding, or are assessed only on what you think they can learn from the curriculum. Providing accommodations supports a student within a curriculum.

A Few Examples:

- Reduced written work
- Alternative tests, different format, or reduced items
- Preferential seating
A Modification to the curriculum, results in a reduction. Presenting a modified curriculum reduces the amount of content being taught. In this regard, and in contrast to Accommodations, modifying does not just mean making a change. An Accommodation is when something is changed to help a student learn when everything in the curriculum is presented. A Modification then indicates that some amount of the curriculum will not be presented.

A Few Examples:

- Provide a similar story at a lower reading level
- Select portions of material that you want students to learn
- Reduce a spelling list

Think Through This:

If a teacher is unable to get through all the material they want to cover then the curriculum has been modified. If some material seems unimportant, or will be taught in another class, or later in the year, and thus is not presented, the curriculum has been modified.

The word “modify” means “change” and here is where some confusion has occurred. You can “modify” a test or an assignment and what you are doing is accommodating students. If the students getting the accommodations have experienced the same curriculum as everyone else then you haven’t modified the curriculum. It is so easy to use the word modify to refer to making any kind of change. For our purposes the distinction is made in that Modifications to a curriculum may be needed for some students and that Accommodations to things around the curriculum are needed for many students. You can be providing both. It is common and appropriate to make any and all changes that will facilitate students’ acquisition of skills and knowledge.

In a general education classroom often the curriculum shouldn’t be modified or modified much, but accommodations are almost always needed for a number of students. In a special education classroom the general curriculum is often modified (or sometimes an entirely different curriculum is provided) and most students are provided with a number of accommodations.
Accommodations

More Examples

**General Accommodations:**

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<thead>
<tr>
<th>Accommodation</th>
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<td>Use of manipulatives</td>
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<td>Dragon Dictation for writing</td>
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<td>Rest breaks</td>
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<td>Use of a calculator</td>
<td>Computer spell check</td>
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<tr>
<td>Project instead of written report</td>
<td>Provide outlines</td>
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<tr>
<td>Audio Books/E-Books</td>
<td>Slant Board</td>
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</tbody>
</table>

**For the Environment**

- Visual reminders of the rules and procedures
- Label key areas clearly (e.g. Turn in papers here)
- Seat students away from distractions
- Provide sensory integration “toys”, or let students stand while working
- Provide headphones to block out noise or FM Systems to enhance communication
- Highlight words/sentences on worksheets
- Electronic books, text-to-speech readers
- Provide summaries of chapters
- Use peer readers
• Use word-for-word sentence fill-ins
• Use index cards to record major themes
• Provide a list of discussion questions before reading the material
• Substitute alternatives for written assignments (clay models, posters, collections, etc.)
• List exactly what the student will need to learn
• Number and sequence the steps in a task
• Show a model of the end product (e.g. completed math problem)
• Provide a vocabulary list with definitions
• Use recognition tests (true-false, multiple choice, matching)
• Give progress reports instead of grades
• Allow take-home or open book tests
• Provide possible answers for fill-in-the-blank sections

Fine Motor/Writing Examples

Low technology strategies:
• Triangle pencil grip
• Weighted pencil
• Provide various sizes of ruled paper or raised lined paper
• Handwriting Without Tears program
• Use a straight edge for writing
• Provide mailing labels typed with the students name
• Allow additional time
• Provide close-up model to copy
• Place letter models on the wall or a student’s desk
• Slant board
• Word processor, Dragon Dictation (Speech-to-text)
Performance Examples

- Student writes the beginning sound while others spell the word
- Reduce the choices on a test
- Select which test items a student needs to answer
- Oral responses or speech-to-text responses
- Provide manipulatives
- Provide starter sentences
- Allow use of multiplication chart
- Provide a word bank
- Provide page numbers to locate answers
- Allow for student choice in assignments
- Read the test aloud
- Provide checklist of things to do

Textbook Examples

Science – 6th grade
Current Harcourt Text: Lesson Review

It is just as important for a teacher to know different ways of presenting the curriculum as it is for knowing the content. Instruction should match the needs and avenues of learning that work well with the current group of students in a classroom.

The following are ideas for a lesson from our District’s 6th grade science text (going from the review questions in a chapter, reprinted below) Earlier in the Chapter the basic animal and plant cell have been introduced and the curriculum begins to go further into the role and actions of cells. Differentiated instruction may have included everyone drawing a cell and its parts, labeling a drawing, word games, discussion, or more. The concept of cellular division (mitosis and meiosis) may be beyond some student’s level of understanding and just knowing that cells divide may be the fact for them to learn. Harcourt has a website,
listed in the Teacher’s Manual, for students/parents that have links to videos, games, facts, photos, and more. Students can be assigned any of these as a way to review.

Each of the questions in this review may be approached in a number of different ways. For example for #1 the concepts of chromosomes and mitosis may be reviewed first. Lead in questions may get at one level of learning, e.g. “Do cells divide?”, and can be directed to specific students, followed by perhaps a progression of questions leading up to the Review question in the book. The Review questions may not be discussed with all students. Some students may be assigned to other activities at a different level, labeling parts or matching definitions for example.

Always keep in mind what the learning (Core) standards are and to what extent each student will be able to learn them. We are building understanding over time and not developing just stored memories of textbook facts.

The Assessment Guide that accompanies the text provides a variety of performance checks. The Teaching Resources guide has activities for at home (in English and Spanish), vocabulary cards, and graphs, charts, and patterns to help students learn visually. The teacher’s edition of the Workbook contains reproducible pages that provide graphic organizers, process skill practice, writing practices, and even more vocabulary activities. The Teacher’s Manual connects it all together with additional references to the internet, videos, and integration with other subject areas. “Reaching All Learners” is a standard section for each unit.
people's hair and eyes, their fingerprint pattern, their blood type—all of these traits result from the combination of genes that a person has inherited. In the next lesson, you will find out that children can even inherit traits that are not apparent in either of their parents.

✓ **How does meiosis produce variation?**

**Summary**

When an organism grows, its cells divide over and over again by mitosis. During mitosis two new cells are formed, each identical to the original cell. Reproductive cells that each have half as many chromosomes as the original cell are formed by meiosis. When two reproductive cells join, the resulting cells have a complete set of chromosomes—half from the mother and half from the father.

**Review**

1. Why are chromosomes copied before mitosis?
2. How does a new cell formed by mitosis compare with the original cell?
3. Why is there variation in new organisms formed from the joining of two reproductive cells?
4. **Critical Thinking** In which cells would you expect mitosis to occur more often—the cells of an adult person's skin or the cells of an adult person's teeth? Explain.
5. **Test Prep** Suppose an organism has 16 chromosomes in each of its body cells. How many chromosomes are there in one of its reproductive cells formed following meiosis?
   A. 4
   B. 8
   C. 16
   D. 32

**Links**

**Math Link**

**Use Numeric Patterns** Some cells divide once every 20 minutes. At this rate, how many cells would there be 1 hour, 2 hours, and 3 hours after a single cell began mitosis?

**Writing Link**

**Informative Writing—Description** Suppose that you could shrink to the size of a cell and observe mitosis. Write a story for a classmate to describe what you would observe during the process, and what you might see as the result of mitosis.

**Health Link**

**Genes and Disease** Some diseases are caused by faulty genes. Sickle cell anemia, hemophilia, and cystic fibrosis, for example, are each caused by a single gene. Find out how these diseases are inherited and how they are treated.

**Language Arts Link**

**Word Origins** Both mitosis and meiosis are words that come from the Greek language. Find out what the Greek words mean, and write a paragraph to explain how they relate to these two processes.

**Technology Link**

To learn more about how genes and heredity lead to variation, watch Bioengineered Plants on the Harcourt Science Newsroom Video.
Reading Lesson – 3rd grade

Scott-Foresman Reading Series

There is an extensive variety of supporting materials for each main story in the reading series. In most cases it will be a decision process of which ones to use to address the needs of your students, making the decision on how to Differentiate Instruction easier.

As a regular part of the student textbook there are two sections that precede the main story. One section (see following pages) often provides reading strategies (e.g. using context clues, interspersed questioning), which are basic building blocks for reading development. These can often times be overlooked or underemphasized because they are not reading skills that are readily assessed like decoding, fluency, and comprehension. The strategies are usually tied to the new vocabulary words utilized and highlighted in the second section (see following pages), which is often a short story. Students often have writing activities tied to the stories and the vocabulary.

The Leveled Reader Teacher Guide provides activities that direct Differentiated Instruction. It provides the accommodations that might be needed for some students, e.g. students may be directed to focus on a single aspect of a story, a single strategy, a few concepts, or some specific aspect of the story (character, plot, type, etc.). Assessments are then matched to their learning objectives.

The Teacher’s Manual lists “Priority Skills” to facilitate in selection of meeting specific student objectives. The Manual includes a full page “Planning Guide for Performance Descriptors” for each main story, outlining the state learning standards. Thus specific descriptors can be chosen for specific students. The majority of the classroom should be able to address each of the standards listed in some way, but some students will only be able to work on meeting a limited number. The “Weekly Plan Section” provides grouping options and target skills, along with ways to customize the curriculum. Spelling and writing activities are provided throughout the manual and specifically in this section.
Vocabulary Strategy for Unfamiliar Words

Context Clues What do you do when you come across a word you don’t know? Sometimes you can figure out what the word means by looking for context clues. Context clues are the words and sentences around the word. They can help you figure out the meaning of the word.

1. Read the words and sentences around the word you don’t know. Sometimes the author tells you what the word means.

2. If not, use the words and sentences to predict a meaning for the word.

3. Try that meaning in the sentence. Does it make sense?

As you read “A Gardening Adventure,” use context clues to help you understand the meanings of the vocabulary words.
Dear Anna,

This year I decided to plant a flower garden in the backyard. I was in a hurry to get started, so I planted the seeds in late March. It was still cold out, and I shivered as I dug the holes. However, I figured spring would be here soon. A week later, tiny green shoots were poking up out of the ground. Each morning, I rushed outside with great excitement to see how much they had grown.

Then yesterday morning when I came into the kitchen, my mother motioned to me to come to the window.

I was shocked to see that everything outside was coated with ice—including my plants! They looked as if someone had slammed a heavy weight down on them. I felt such sadness.

Later, the sun came out, and the ice began to melt. When I looked at my plants again, they were standing up straight and green. I can’t wait for them to flower, but I’ve learned my lesson. Next year, this gardener will wait until late April to start her garden!

Love,

Cecilia

Words to Write

Look at this picture. Write about what has happened to the flower. Use words from the Words to Know list.
Reader Response

Open for Discussion  What do you think happened to Francisco and his grandfather the next day and the day after that and the day after that?

1. The author, Eve Bunting, has written more than a hundred stories. How do you think she got the idea for A Day's Work? Think Like an Author

2. What can you say about Francisco? What was he like? What words would you use to describe him? Character

3. What picture did you have in your mind of Francisco and his grandfather working in the hot sun? How did that help you as you read? Visualize

4. Imagine how Francisco felt at the end of the story. Write a journal entry as Francisco, use words from the Words to Know list. Vocabulary

Look Back and Write  On page 191 Ben says, “The important things your grandfather knows already.” Explain what Ben means when he says that. Use details from the story.

Meet author Eve Bunting on page 408.
# Illinois
Planning Guide for Performance Descriptors

## A Day’s Work

### Grade 3 English Language Arts Performance Descriptors

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<th>Grade 3 E-CEA Pages</th>
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<td>Build Concept Vocabulary:</td>
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<tr>
<td>174i, 185, 191, 197c</td>
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<tr>
<td>Read Aloud: 174m</td>
<td></td>
</tr>
<tr>
<td>1A.Stage C.2.</td>
<td>Use word analysis (root words, inflections, affixes) to identify words.</td>
</tr>
<tr>
<td>1B.Stage C.13.</td>
<td>Read age-appropriate material aloud with fluency and accuracy.</td>
</tr>
<tr>
<td>2A.Stage C.6.</td>
<td>Define unfamiliar vocabulary.</td>
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| Word Work              |                     |
| Words Ending in -er: 197G-197H |
| 1A.Stage C.2.          | Use word analysis (root words, inflections, affixes) to identify words. |

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<td>Vocabulary: 176G, 185, 191</td>
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<td>Context Clues: 176G-177, 187, 197G</td>
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<td>Fluency: Model Expressing Characterization: 174G-174m, 197G</td>
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<tr>
<td>Choral Reading: 197G</td>
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<tr>
<td>1A.Stage C.5.</td>
<td>Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize unknown words when reading age-appropriate material.</td>
</tr>
<tr>
<td>1B.Stage C.13.</td>
<td>Read age-appropriate material aloud with fluency and accuracy.</td>
</tr>
<tr>
<td>2A.Stage C.6.</td>
<td>Identify/compare characters’ attributes across stories.</td>
</tr>
<tr>
<td>2A.Stage C.6.</td>
<td>Define unfamiliar vocabulary.</td>
</tr>
<tr>
<td>2A.Stage C.7.</td>
<td>Classify major types of fiction (e.g., tall tale, fairy tale, folktale).</td>
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<tr>
<td>4A.Stage C.8.</td>
<td>Respond in an appropriate manner to questions and discussion with relevant focused comments.</td>
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<tr>
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<td>Plural Nouns: 197G-197H</td>
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<td>Technology</td>
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<td>New Literacies: 197H</td>
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<tr>
<td>3A.Stage C.9.</td>
<td>Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).</td>
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<tr>
<td>3B.Stage C.4.</td>
<td>Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.</td>
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<tr>
<td>5B.Stage C.2.</td>
<td>Discriminate between relevant and irrelevant information.</td>
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<td>5C.Stage C.1.</td>
<td>Access and use information from a variety of sources.</td>
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### Unit Skills

| Writing                 |                     |
| How-To Report: WQ2-9   |                     |
| Poetry: 272-275         |                     |
| Project/Wrap-Up: 276-277 |                     |
| 1B.Stage C.8.           | Identify genres of poetry. |
| 2A.Stage C.11.          | Recognize both rhymed and unrhymed poetry. |
| 3B.Stage C.6.           | Elaborate and support ideas (e.g., pictures, facts, details, description, narration) |

### This Week’s Loved Readers

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<th>Below-Level</th>
<th>On-Level</th>
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<td><strong>Fiction</strong></td>
<td><strong>Fiction</strong></td>
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<tr>
<td>1B.Stage C.3.</td>
<td>1B.Stage C.7.</td>
<td>1B.Stage C.10.</td>
</tr>
<tr>
<td>Summarize or retell information from a text.</td>
<td>Identify genres of fiction and non-fiction.</td>
<td>Add question to clarify understanding.</td>
</tr>
<tr>
<td>2A.Stage C.4.</td>
<td>2A.Stage C.4.</td>
<td>2A.Stage C.4.</td>
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</table>
Important Note on Assessing Student Performance for any Subject or Classroom

It is important to gear the assessment to match the students’ objectives, not the curriculum’s objectives. The standard tests and questions provided by the text and manuals are appropriate for a number of students in the classroom, but for some students it may only reflect more of what they don’t know versus what they have learned. (Occasionally, you have the opposite where an assessment shows the students knows it all, but doesn’t reflect higher level learning.) You need to assess what a student has learned and so on most assessments students should do relatively well, unless the assessment is the same for all students. Performance comparisons are no longer student to student, or student to text, but only student to standards.

References

www.peakparent.org  www.fcrr.org
www.mde.com  www.illinoisaspire.org
www.rtinetwork.org  www.interventioncentral.org
www.nasde.org  www.centeroninstruction.org