

Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports

Classroom Accommodation		Embedded Support
The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.	➡	Language and Vocabulary Support
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.	➡	Language and Vocabulary Support
The teacher isolates specific information to focus the student on the core concept being taught.	➡	Content Support
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.	➡	Language and Vocabulary Support
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.	➡	Language and Vocabulary Support
The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.	➡	Content Support
The student receives reading support.	➡	Text-to-speech
The teacher provides the formula(s) that is needed to solve a problem.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.	➡	Language and Vocabulary Support
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.	➡	Language and Vocabulary Support
The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.	➡	Content Support
The teacher presents parts of a complex concept one at a time.	➡	Content Support