

OKCPS LIEP Modifications

Sensory Supports						
Type of Support	Description	1	2	3	4	5
Show a finished product	Teacher explicitly models expected task by using a finished product.	✓	✓	✓	✓	✓
Rubric	Scale of work ranging from 0-4, with descriptions (and preferably visual examples at each level for lower proficiency levels) of what constitutes each score.	✓	✓	✓	✓	✓
Template	Pre-made guide for students to complete. Example: notes outline with key vocabulary omitted for students to complete.	✓	✓	✓		
Modeling a task or process	Teacher models the task step by step for students, pausing after each chunk to check for understanding.	✓	✓	✓		
Oral directions	The amount of oral directions students can follow varies by language level - one-step (level 1), two-step (level 2), three-step (level 3), multi-step (level 4+).	✓	✓	✓	✓	
Realia	Real life objects. <i>Example:</i> when learning about restaurants and food, bringing in examples of different menus, foods, etc.	✓	✓	✓	✓	✓
Physical movement	Teacher uses/facilitates any type of physical movement during a lesson or assessment. <i>Example:</i> teacher asks students to stand in front of the correct answer; acting out vocabulary words.	✓	✓	✓	✓	✓
Non-verbal cues and gestures	Teacher uses hand/arm movements to: communicate, direct focus to a particular location, or direct a certain action. <i>Example:</i> teacher opens hands like a book to ask students to open a book.	✓	✓			
Manipulatives	A physical object to help students interact with an abstract concept. <i>Example:</i> blocks to help students visualize place values.	✓	✓	✓	✓	✓
Sentence frame	Providing students with varied amounts of a sentence, and having them complete the omitted parts. Oral or written. <i>Example:</i> I think ____ because _____. It reminds me of a time when _____.	✓	✓	✓		
Environmental print	Letters, numbers, shapes, and colors found in common or everyday logos, signs, and/or products. <i>Example:</i> a stop sign, McDonald's logo, or phone number.	✓	✓			
Bilingual, picture, and word-to-word dictionaries	-Bilingual dictionaries give the word and the definition in student's native language (few students, clarification purposes). (Higher proficiency levels) -Picture dictionaries assign a picture or visual representation to the word, and sometimes include the word in the L1 (most helpful). (Best for lower proficiency levels) -Word-to-word dictionaries only provide the word in English and L1. Students must know what the word means in their native language (allowed on state tests).	✓	✓	✓	✓	✓

Graphic Supports						
Type of Support	Description	1	2	3	4	5
Picture book	A book which tells a story mainly through pictures or drawings, and may include a few words or sentences per page.	✓	✓			
Word wall	Designated area of the classroom where key vocabulary words are displayed. Preferably student made, with visuals, examples, synonyms, etc. Illustrated for levels 1-3.	✓	✓	✓	✓	✓
Word bank	Providing options for students to choose the correct word. Reduces linguistic load by providing a finite number of choices. Preferably coupled with pictures for lower proficiency levels. Illustrated for levels 1-3.	✓	✓	✓		
Graphic organizer	Way for students to interact with and cognitively organize new information. <i>Examples:</i> venn diagram, timeline, matrix, etc.	✓	✓	✓	✓	✓
Storyboard	A graphic organizer or board which displays a sequence of images or illustrations in order to tell a story.	✓	✓	✓		
Video Captions	-Full captions: best for lower proficiency levels -Key word/selective captions: best for higher proficiency levels (Note: delivering information via audio is not a best practice for lower- or intermediate-level ELLs, or for any learners in extended periods)	✓	✓	✓	✓	✓
Adapted text	Providing students a modified version of the text to aid in understanding. <i>Examples:</i> a translated text to pair with English text, a summary to preview/review text, text with highlighted and defined vocabulary, text with additional embedded visuals.	✓	✓	✓	✓	
Photos, graphs, maps, charts	Accompanying visual representations of the item you are discussing to help students understand.	✓	✓	✓	✓	✓
Demos	Demonstrating how something works. <i>Example:</i> when discussing democracy, have students vote on an item.	✓	✓	✓	✓	✓
Model	Students create their own/examine and interact with a pre-created model. <i>Example:</i> creating a wind vane, interacting with a model of a cell.	✓	✓	✓	✓	✓
Timeline/Sequence chain	Summarizing major events in a text in chronological order. <i>Example:</i> causes of the American Revolution and plotting major events like the Boston Massacre, the Boston Tea Party, the Stamp Act, etc. all the way to the Revolution.	✓	✓	✓	✓	✓
Interactive Supports						
Varied grouping	Organizing students into partners, triads, or small groups. Best when done with high/low proficiency pairs. <i>Example:</i> think-pair-share, Jigsaw.	✓	✓	✓	✓	✓
Centers, intervention groups	Grouping students together who need to work on a certain skill.	✓	✓	✓	✓	✓
L1 support	L1 dictionaries, L1 support from a peer or paraprofessional. <i>Example:</i> Parapro previews material in L1.	✓	✓	✓	✓	✓