

| Reading Workshop Structure | Possible challenges for ELs | Suggested differentiation strategies to support ELs |
|----------------------------|---|---|
| Minilesson | Too much teacher talk | <ul style="list-style-type: none"> ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make speaking clear and explicit ▪ Establish routines that help ELs focus on content and language ▪ Be explicit in with instruction ▪ Pre teach the teaching point to scaffold understanding ▪ Reteach the teaching point to support understanding ▪ Provide multiple opportunities for turn and talk or active engagement |
| Independent Reading | Lack of support and feedback Mismatch of text level and student age | <ul style="list-style-type: none"> ▪ Provide support for ELs to find Just Right Books that meet both linguistic needs and reading goals ▪ Allow ELs to read native language books ▪ Support frequently with one on one conferring or small group instruction ▪ Pull small groups for shared reading to support language, fluency, and concepts of print ▪ Pull ELs in guided reading groups to push them to the next level ▪ Allow ELs to work in partnerships that support student interaction |
| Partner Work | Partners are unsure what to do Limited talk time with partners | <ul style="list-style-type: none"> ▪ Be intentional when assigning partners ▪ Support using anchor charts and sentence frames ▪ Support using structured conversations such as QSSSA and Talking Heads |
| Share | Not enough time to share Only a few students are asked to share | <ul style="list-style-type: none"> ▪ Use share time as another means for student to student interaction (more participation) ▪ Support ELs with sentence frames aligned to language levels ▪ Randomize calling on students |
| Text Selection | Figurative language is not culturally sensitive Lack of background knowledge Limited book variety | <ul style="list-style-type: none"> ▪ Provide support for ELs to find Just Right Books that meet both linguistic needs and reading goals ▪ Allow ELs to read native language books ▪ Provide familiar reads for ELs to read during IR (books used during read aloud, shared reading, poems, etc.) |
| Anchor Charts | Too many words Premade | <ul style="list-style-type: none"> ▪ Use plenty of graphics and pictures ▪ Keep icons consistent throughout the building (ex: a book is the same in your room and the library) ▪ Color code wording ▪ Write in a step-by-step format ▪ Keep charts up and available and refer to them frequently ▪ Provide smaller copies to ELs ▪ Create with students |