

Writing Workshop Structure	Possible challenges for ELLs	<i>Suggested differentiation strategies to support ELLs</i>
Minilesson	Too much teacher talk	<ul style="list-style-type: none"> ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make your speaking very simple and clear ▪ Establish routines that help ELLs focus on content and language ▪ Be explicit in your instruction ▪ Preteach the teaching point to scaffold understanding ▪ Reteach the teaching point to support understanding ▪ Provide multiple opportunities for turn and talk or active engagement
Independent Writing	Lack of support and feedback Absence of text examples that match student ZPD	<ul style="list-style-type: none"> ▪ Provide mentor writing examples, touchstone texts, exemplars to support ELLs linguistic needs and their writing goals ▪ Allow beginning ELLs to write in their native language ▪ Allow newcomer ELLs to copy teacher or mentor text writing ▪ Allow beginning and intermediate ELLs to draw and label ▪ Support frequently with one on one conferring or small group instruction ▪ Pull a small group for shared writing to support language, grammar, and concepts of print
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 Talking Heads and Q Triple S A ▪ Provide opportunities for partner work throughout the writing process
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 ELLs with sentence frames aligned to their language level ▪ Randomize calling on students ▪ Provide ELLs with rehearsal time before sharing whole group
Anchor Charts	Too many words Premade	<ul style="list-style-type: none"> ▪ Label with plenty of graphics and pictures ▪ Keep icons consistently 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 ELLs (artifact) ▪ Create in front of students