

Writing Workshop Structure	Possible challenges for ELs	<i>Suggested differentiation strategies to support ELs</i>
Minilesson	Too much teacher talk	<ul style="list-style-type: none"> ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make speaking very clear and explicit ▪ Establish routines that help ELs focus on content and language ▪ Be explicit in 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 ELs linguistic needs and writing goals ▪ Allow beginning ELs to write in their native language ▪ Allow newcomer ELs to mirror teacher or mentor text writing ▪ Allow beginning and intermediate ELs to draw and label ▪ Support frequently with one on one conferring or small group instruction ▪ Pull small groups 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 ELs with sentence frames aligned to language levels ▪ Randomize calling on students ▪ Provide ELs 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 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 (artifact) ▪ Create with students