<table>
<thead>
<tr>
<th>Writing Workshop Structure</th>
<th>Possible challenges for ELs</th>
<th>Suggested differentiation strategies to support ELs</th>
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</thead>
</table>
| Minilesson                | Too much teacher talk       | - 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 | - 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 | - 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    | - 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      | - 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 |