ELL

Supporting English Language Learners in Reading Workshop

Reading Workshop Structure	Possible challenges for ELLs	Suggested differentiation strategies to support ELLs
Minilesson	Too much teacher talk	▪ 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 ▪ 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	▪ Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals ▪ Allow ELLs to read books in their native language ▪ Support frequently with one on one conferring or small group instruction ▪ Pull a small group for shared reading to support language, fluency, and concepts of print ▪ Pull ELLs in guided reading groups to push them to the next level ▪ Shorten IR time and allow ELLs to work in partnerships to support student interaction
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
Share	Not enough time to share Only a few students are asked to share	▪ 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
Text Selection	Figurative language is not culturally sensitive Lack of background knowledge Limited book variety	▪ Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals ▪ Allow ELLs to read books in their native language ▪ Provide familiar reads for ELLs to read during IR (books used during read aloud, shared reading, poems, etc.)
Anchor Charts	Too many words Premade	▪ 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 ▪ Create in front of students

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