<table>
<thead>
<tr>
<th>Reading Workshop Structure</th>
<th>Possible challenges for ELLs</th>
<th>Suggested differentiation strategies to support ELLs</th>
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</table>
| **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| - Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals  
|                            | Mismatch of text level and student age | - 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 | - Be intentional when assigning partners  
|                            | Limited talk time with partners | - Support using anchor charts and sentence frames  
|                            |                             | - Support using structured conversations such as Talking Heads |
| **Share**                  | Not enough time to share    | - Use share time as another means for student to student interaction (more participation)  
|                            | Only a few students are asked to share | - Support ELLs with sentence frames aligned to their language level  
|                            |                             | - Randomize calling on students  
| **Text Selection**         | Figurative language is not culturally sensitive | - Provide support for ELLs to find Just Right Books that meet both their linguistic needs and their reading goals  
|                            | Lack of background knowledge | - Allow ELLs to read books in their native language  
|                            | Limited book variety        | - 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 |