## Supporting English Language Learners in Writing Workshop

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<th>Writing Workshop Structure</th>
<th>Possible challenges for ELLs</th>
<th>Suggested differentiation strategies to support ELLs</th>
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| **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                     
                              |                              | - 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 | - Provide mentor writing examples, touchstone texts, exemplars to support ELLs linguistic needs and their writing goals  
                              | Absence of text examples that match student ZPD  | - Allow beginning ELLs to write in their native language  
                              |                              | - Allow beginning 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 | - 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 and Q Triple S A  
| **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  
                              |                              | - Provide ELLs with rehearsal time before sharing whole group  
| **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  