


Class Structure	Possible challenges for ELLs	<i>Suggested differentiation strategies to support ELLs</i>
Whole class instruction	<p>Too much teacher talk</p> <p>Unknown or misunderstood vocabulary</p> <p>Lack of support and feedback</p> <p>Specialized technical vocabulary</p> <p>Lack of background</p>	<ul style="list-style-type: none"> ▪ Provide multiple opportunities for turn and talk or active engagement ▪ Use realia, gestures, pictures and/or graphics to make language comprehensible ▪ Make your speaking simple and clear ▪ Establish routines that help ELLs focus on content and language ▪ Be explicit in your instruction ▪ Preteach key vocabulary to scaffold understanding ▪ Assess and reteach to support understanding ▪ Support frequently with one on one conferring or small group instruction ▪ Design questions that meet the students' proficiency levels ▪ Practice wait time and provide a sentence starter when needed ▪ Provide descriptive and timely feedback while building a relationship ▪ Implement daily warm-ups such as pictures or anticipation guides
Small group instruction 	<p>Limited talk time</p> <p>Ability to express thinking</p>	<ul style="list-style-type: none"> ▪ Provide visuals and make learning visible for students ▪ Demonstrate and model using think-alouds ▪ Support using anchor charts and sentence frames ▪ Support using structured conversations such as Talking Heads and Q Triple S A ▪ Groups should be fluid and homogenous (by students' needs)
Independent work	<p>Structure of time</p> <p>Text heavy</p> <p>Specialized technical vocabulary</p>	<ul style="list-style-type: none"> ▪ Establish simple routines and procedures and teach them explicitly ▪ Support ELLs with sentence frames aligned to their language level ▪ Provide students with related visuals and graphics ▪ Pair beginner ELLs with a buddy who can help them acclimate to the classroom routines during the initial phase ▪ Allow newcomer ELLs to respond in their native language ▪ Allow newcomer ELLs to copy teacher or echo responses if needed ▪ Allow beginning and intermediate ELLs to draw and label ▪ Meet frequently with beginning and intermediate ELLs ▪ Check for understanding ▪ Meet frequently with beginning and intermediate ELLs ▪ Chunk reading into a structure such as Talk, Read, Talk, Write
Anchor charts & Wall space	<p>Premade</p> <p>Too many words</p>	<ul style="list-style-type: none"> ▪ Display class-made anchor charts that show processes ▪ 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 chunk wording on chart and visuals ▪ Write in a step-by-step format ▪ Keep charts up and available and refer to them frequently ▪ Provide smaller copies to ELLs (artifact) ▪ Create in front of students ▪ Use interactive word walls created with students