

Session 1: Catherine four stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- In the Active Engagement, you encourage students to use gestures to act out what they read, which helps support the words ENL students are reading or being read aloud to.
- Today's anchor chart provides ENLs with sentence prompts to help guide their work during the Active Engagement, Reading Time, and Share. Be sure to keep this chart in a location that is accessible to students for the duration of the workshop.

To provide additional support for ENLs, you might:

- When organizing book baskets, you might pair two of the exact same text together, held perhaps by a rubber band, so that partners can read the same text alongside one another. Reading a text alongside someone else allows for the opportunity for ENL students to ask questions and make connections with a proficient partner.
- You might provide language scaffolds for Tier 2 vocabulary words that you use in the minilesson, such as the word 'fascinated.' You might pull students together just before the minilesson begins to introduce them to this vocabulary word and provide synonyms with various shades of meaning. For instance, you might say to students, "When I ask you the question, 'Am I reading like I am fascinated?' I could also ask, 'Do I sound excited when I read this?'"
- When setting up partnerships, you will want to consider oral language development. Triads provide students with solid English language models, while also providing a safe space to participate or listen in to their peers.

Session 2: Catherine three stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- The Active Engagement provides students with sentence starters to help guide their work with a partner. During this time, as you coach into partnerships, you might consider visiting ENL students first to help get them started.
-

To provide additional support for ENLs, you might:

- In your Connection, use gestures. You might also choose to project a quick visual of the sun and the Earth, making sure the Earth picture is much smaller than the sun to display just how many Earths can fit in the sun!
- When providing sentence prompts, consider using the students' home language when appropriate.
- During your Mid-Workshop Teaching, consider briefly modeling how to flag parts that are exciting, fascinating, or surprising as you mention this work to the class. You may choose to flag using quick pictures/emojis or an exclamation point/question mark on a Post-it when

noticing parts that stand out. To save time, you might also create an exemplar of how to flag a text in the class read aloud text.

Session 3 Allyse three point five stars [try to get this to no more than three bullet points]

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- It refers to a well known fairy tale (you might consider reading a version of it to students prior to today's session if they are not familiar with it).
- It has strong demonstration teaching with examples and non-examples.
- You build the chart with throughout the session with kids, and the chart provides supportive language stems.
- You conduct lots of oral rehearsal built into partner time with a strong structure for how the talk can go, including feedback.

To provide additional support for ENLs, you might:

- At the end of the Link, you might channel students to do a quick sneak peek in their own books alongside their reading partner so they can discuss the kind of information they might learn. Then encourage students to read a few pages of one book together so they can determine if its too hard, just right, or too easy before sending them all off the meeting area for Reading Time.
- You might give quick book introductions to some students, including some of the following information: name the topic and one or two things about it (to support meaning), explain how the information is organized in the book (to support text structure), and teach some of the key words they are likely to come across in the book (to support vocabulary).
- Consider creating a few text sets organized by topic with some easy, medium, hard books and ask kids to sort through those, or suggest that some students start reading about the class topic or the books you have modeled with
- Think about interviewing students ahead of time to see what topics interest them, or what topics they already have strong background knowledge in, and have a few of these for the student to choose from.

Session 3 Nancy Brennan

Very supportive for all students. When thinking about ENL: Partnerships/Triads came to mind. Also, NF books for students who are far below benchmark or beginner ENL students.

ENL tips/support:

- Consider grouping students in triads if needed.
- For students who are reading far below benchmark, provide high interest NF books which can spark conversation.

Session 4 by Allyse

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- You use strong demonstration teaching with sentence stems: “What might this part be about? How might it go?”
- It refers to reading and writing connections which supports transfer.
- Students have additional practice on the class text with more language scaffolds.

To provide additional support for ENLs, you might:

- Consider taking some kids’ books and preparing them with Post-it that remind them when to stop and predict. The heading on the Post-it could read: “If the next part is about... what will the next part be?”
- Channel students to look at the parts of the book (or photographs) and think about what’s important about each part.
- Gather different small groups of students and teach them:
 - If a text doesn’t have headings, think about a word or two that could be a heading?
 - Read ahead and see if the heading (topic) still works or if it’s a new one
 - If there is a heading, can you revise it to make it better?

Session 5 (Marie)—three stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Monitoring for meaning has been found to be a top intervention accessible to all readers, including ENLs.
- You provide specific prompts students can use to check their comprehension “Who are/what is this about?” and “What is happening?”
- The minilesson provides supported practice of the skill. By channeling students to practice the monitoring in your book that you are reading aloud, you allow students to access the skill in a grade level text.

To provide additional support for ENLs, you might:

- Lead a series of small groups that support monitoring for meaning. You might meet with the same group every other day, totaling in three or four sessions. Over the course of these sessions you release the scaffold of support.
- Prepare a set of books with questions on Post-its that support monitoring for meaning. The questions might read: “Who or what is happening?”
- Teach students to monitor for vocabulary that may be new to them. First they notice when they don’t understand a word, then work to try to understand it. They might read around it, think what is like not like, check the whole page, including illustrations and text boxes and try to come up with a synonym or antonym.

[left off here]

Session 6-Beth Hickey

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Inviting students to set and work towards their own goals allows all learners to work within their zone of proximal development, including ENL students.
- Structured collaborative conversations, in partnerships or in small groups, support oral language development.

To provide additional support for ENLs, you might:

- Include goals on your list that are relevant for the ENL learners at different levels of language acquisitions and different levels of reading development in your classroom. For students in the entering and emergent stages, consider having relevant options for students to choose from on a goal menu.
- Offer starter phrases for the teach and active engagement portion of the minilesson to assist ENL students in engaging in conversation with their peers. A few might include: "I want to/can work on..." or "My goal could be..." or "One thing I can do more/do better is..."
- During reading time, you might meet with your ENL learners and teach into how one can break down a goal into concrete steps in order to preview the work that will transpire in the share.

Session 7 (Marie)—three stars

Working with English as a New Language Students (ENLs)

This session is already supportive for ENLs:

- Using text features and images in a text is a supportive strategy for all students to identify the main idea of a text or page.
- The minilesson invites students to think alongside you as you demonstrate your thought process. This is supportive for all students to reveal your thinking and encourages transfer.

To provide additional support for ENLs, you might:

- You could adjust the minilesson by writing the following prompt on chart paper: “Do the details in this section fit with that main idea?” Then, refer to the prompt as you conduct the Teaching as well as the Active Engagement.
- You could revise the anecdote in the Connection of the minilesson to a shared experience where visuals helped students understand something better. For example, perhaps an image or picture helped the class during a school assembly or during a read aloud. Refer to that shared experience in the Connection instead.
- Lead a small group using images that go together. Print out 4 images of something that ties together in some way. You might print out images of plants that have defenses: venus fly trap, pitcher plant, poison ivy, poison sumac. Channel students to come up with possible titles for the pictures. Get them to explain their title. Explain to students how this transfers to reading.

Session 8

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- The option to use images instead of vocabulary words in this work is incredibly supportive for students who are learning English.
- This session allows for repeated reads of the same text with lots of picture support. These repeat reads support learners to garner more and more vocabulary in context.
- The section of *Toilet: How it Works* by David Macaulay has many labeled pictures with a diagram to support overall comprehension of the section.

To provide additional support for ENLs, you might:

- You might focus less on a section, and more on an entire book with your students learning English. It could sound something like, “What images are repeating across this book?” Give them lots of time to orally rehearse these ideas as they flip through the pages

and note the repeating images/ideas, using the vocabulary with their partners.

- You might choose to give additional copies of *Toilet: How it Works* by David Macaulay for your students learning English to keep in their book baggies. In partnerships, they can read through parts of the book you've already read out loud, perhaps talking off of the pictures or doing some approximation reading.
- As you discuss the words that repeat (toilet, waste, etc.) choose to point to the pictures that represent those words.
- You might consider starting independent reading time today with partner reading for your students who are learning English. Have them share books across a topic to practice the work of nonfiction reading together.

Session 9

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- This session allows for repeated reads of the same text with lots of picture support. These repeat reads support learners to garner more and more vocabulary in context.
- Partner shares throughout the lesson give students an opportunity to rehearse this work orally. The text we are using gives them a springboard to discuss off of.
- The tentative language kids are using in this minilesson lowers the social risk and pressures of sharing out loud. Hopefully we are encouraging language like, "well maybe the main idea of this section is..." or "I'm wondering if this section is all about..." This creates a safe space for students learning English to take risks with their answers.

To provide additional support for ENLs, you might:

- As you talk about the app Genius in your connection, show the app to your students so they have a visual and something concrete to go along with your words.
- Consider posting the main idea statements as you discuss them with your class on a day chart, highlighting key words in your statements that also show up in the text.

- You might have students create an inventive word bank as they look for repeating words in each section. Then support partner or group conversations, asking students to try having conversations using those words as they discuss the topic and main ideas.
- Perhaps consider posting the words “main idea” on post its next to each paragraph as you talk about it to give students the visual representation of what we are doing here: looking for main ideas in smaller sections – not across the entire section.
- In order to support partner talk, you might study the Learning Progression for the skills Main Ideas and Supporting Details to be prepared for different levels of answers: you may expect some students to share topics instead of main ideas simply because of vocabulary acquisition. If students are giving you topics and not main ideas, you can say, “Yes! And the idea about that topic is...” and give them a model for how this work could go.

Session 10 (Anna)—two stars

Working with English as a New Language Students (ENLs)

This session is already supportive for ENLs:

- This session encourages students to draw upon a repertoire of strategies, whenever they are rereading.
- This session provides students multiple opportunities to practice.
- The anchor chart is built with students step-by-step.
- The language of the minilesson is consistent and repeated often to reinforce the multiple rereading strategies for different purposes.

To provide additional support for ENLs, you might:

- Consider adding steps, tips, or prompts to today’s chart to make it more explicit.
- Instead of briefly explaining each strategy, consider modeling a strategy or two in the minilesson, and the rest in a small group during Reading Time.

Session 11 (Anna)—two stars

Working with English as a New Language Students (ENLs)

This session is already supportive for ENLs:

- The think alouds during the minilessons demonstrate the strategy for students in a step-by-step manner, which encourages transfer.
- Students have the opportunity to practice this strategy in a familiar text with the support of a partner.

- During Reading Time, the conferring and small-group work tips provide support for a range of learners that coach into repeated practice of not only today's work, but also the work of previous days in the unit.

To provide additional support for ENLs, you might:

- Provide more guided practice with a second, brief Active Engagement, perhaps in students' own texts or another section of the shared read aloud text.
- Create mini-copies of the anchor chart to provide to students during Reading Time.

Session 12: Christine Ikin

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Uses a familiar story to make a connection to the new work of the minilesson
- Breaks down the new strategy taught into steps
- Uses post-its as a physical representation of abstract thinking work

To provide additional support for ENLs, you might:

- Support students in developing a simple coding system for annotating texts
- Use oral rehearsal and partner work to encourage students to make connections across their post-its
- Provide mini-charts with the steps for the new strategy for students who need them
- Provide sentence starters/prompts to support students in making connections and growing ideas across post-its
- Choose a shorter or more basic text to model this strategy
- Bring the midworkshop tips into your minilesson to support students in identifying key parts of their texts

Session 13: Christine Ikin

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Activates students' prior knowledge and experience with reading narrative texts
- Refers to a familiar read aloud (*Beastly Tales*) to support students in understanding the concept of narrative nonfiction
- Anchor chart supports students in identifying the key characteristics of narrative nonfiction
- Students work in partnerships to practice identifying narrative elements

To provide additional support for ENLs, you might:

- Choose to reread parts of *Beastly Tales* instead of introducing a new text, focusing on the narrative sections
- Bring back a familiar story elements chart from a narrative reading unit instead of introducing a new chart for this minilesson, or introducing the chart as part of your teach/teaching point (earlier in the minilesson)
- Have students stop you or use gestures to indicate when they recognize a narrative element in the text you are reading
- Have students read their narrative nonfiction texts in partnerships (each partner receives the same text), so they can meet during the Share to discuss story elements

Session 14 (Marie)—five stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- The Connection of the minilesson provides a clear visual analogy for students to understand the concept of “filter”.
- During the Teaching of the minilesson you give students three different examples as to what you mean in terms of learning information.
- The Active Engagement of the minilesson allows students to have two chances to turn and talk with increasing complexity.

To provide additional support for ENLs, you might:

- Write out the prompts “What information am I learning here? What are the big ideas and smaller details?” next to the chart you create during the Active Engagement.
- During Reading Time, gather a small group of students and channel partners to practice using the main idea strategies you’ve taught previously. Coach partners to read the same text, pausing to answer the questions “What information am I learning here? What are the big ideas and smaller details?” Guide them to use their hand as you modeled in the minilesson, pointing to the palm of their hand for the main idea and their fingers for details. Ask partners to decide if they agree with each other about the main idea and details.
- Use an image to allow students to access the skill and strategy as well as to provide background information. Choose a photograph or drawing about a subject that depicts a story (shows action). We suggest you choose something that either the whole class is studying or students or studying independently. You could choose a drawing of Harriet Tubman freeing enslaved black people. With students, tell the story of the image, and channel them to imagine what the people in the picture are thinking, feeling, saying. Then guide students to say what they are learning from the image.

meghann

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Linking new learning to a real-world situation - smartphone filters
- The teaching provides clear examples of what it looks like to read narrative nonfiction effectively

To provide additional support for ENLs, you might:

- Plan for more practice by adding a double active engagement inside the minilesson where students try the work again with another section of the text
- You might revise the mid-workshop to give students time to share what they’ve tried before they continue reading. You might encourage them to go back to the questions prompts you gave during the link portion of the minilesson - What is the story in this book? What information have I learned?

Session 15 (Marie)—five stars

Working with English as a New Language Students (ENLs)

This session is already supportive for ENLs:

- During the Connection of the minilesson you give students examples of character traits from familiar text, this allows ENL students (and all students) to connect previous learning from other units to this new learning.
- The Teaching of the minilesson provides students with a clear demonstration of this complex concept with a familiar text. This is very supportive of ENL students.
- The Active Engagement of the minilesson gives students repeated practice with the work you in the previous minilesson with switching between the story filter and read to learn filter.
- The one day chart “Prompts to Grow Big Ideas in Narrative Nonfiction by Studying Characters” provides students with clear prompts that give students access to this skill.

To provide additional support for ENLs, you might:

- Use a video to allow students to access the skill and strategy you are teaching and to provide background information. Show students a short video about a subject, ideally related to what they are reading. You might choose a video from Biography.com—we like the one about Malala Yousafzai. Channel students to think about both filters (traits and learning) as they watch the video, you probably will want to play it more than once, stopping at certain places for students to turn and talk. You might give them a copy of the one day chart from today’s minilesson to better guide their thinking.
- Lead a small group where you read aloud a chapter of a narrative nonfiction text. Choose a text that is similar in subject to either the whole class read aloud or the text students are reading independently. Before reading set up the filter that you are looking for character traits, you might have listed on a chart: “Learn about the Subject: Think: What did they do? What did they say? How did they react?” Stop in places that allow students to grow ideas about the subject’s traits. Then guide students to connect the traits with larger learning.
- Guide partners to read the part of the same text together out loud. As they are reading prompt them to stop and talk with their partner about what they are learning about the character traits of the subject. You might provide them with a list of character traits that you developed together from previous units.

meghann

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- When teaching new content, it’s beneficial to connect to a shared experience. Using familiar texts allows students to connect to that shared experience and therefore focus on the new learning.
- Providing prompts for students in the active engagement supports the language required to practice the reading work, both inside the minilesson and later during independent practice.

To provide additional support for ENLs, you might:

- At the end of the active engagement, you might invite a partnership to model the conversation they just had using the prompt chart to highlight not only the reading work but also strong language.

Session 16, Beth four stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Using a familiar text allows ENL students to practice the new strategy with greater success since comprehension has been supported through prior readings.
- Using consistent and repeated language (such as story filter and information filter) guides ENL students towards the important concepts of the minilesson.
- Channeling the ENL students to try the work once and then again with greater sophistication provides access to this complex skill.
- Referring to prior learning and familiar concepts encourages ENL students to activate their prior knowledge and bring it into the new work.

To provide additional support for ENLs, you might:

- Alter the teaching method. You might first demonstrate while thinking aloud how you bring the text to life before inviting students to try it.
- Provide additional visuals such as photographs, maps, etc. to support ENL students with building a sense of time and place of the text.
- Be strategic about which partner launches the work. You might consider inviting the proficient language models to launch the partnership work, thus providing another opportunity for your ENL students to interact with the text and strategy before trying it on.

Session 17 Beth four stars

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- Making an analogy between an abstract concept like inference with a shared experience like a classroom silent signal enables ENL students to build understanding upon prior knowledge.
- Using a familiar text allows ENL students to practice the new strategy with greater success since comprehension has been supported through prior readings.
- Demonstrating the strategy makes the content more comprehensible for ENL students. Observing a proficient readers modeling the strategy not only reinforces what to do, but how to do it.

To provide additional support for ENLs, you might:

- State the steps of the strategy across your fingers: "First, I reread. Next, I look for interesting and important details. Then, I infer or think about those details." Then repeat those steps (and the gesture) during the Teaching, Active Engagement, and Link.
- Provide another opportunity for ENL students to turn and talk and practice the strategy. Select another snippet of text and invite students to try the work again.
- Provide starter phrases during the active engagement such as "I think...because...", "I am realizing...", "I am learning...", or "This makes me think..." to support oral language development.

Session 18 Anna

Working with English as a New Language Students (ENLs)

This session is already very supportive for ENLs:

- This session is a culmination of all students have done across the unit and calls upon their interests and knowledge to present their learning to others.
- The conferring and small-group recommendations encourage students to orally rehearse plans as well as make quick predictions, which is very supportive for ENL students.

To provide additional support for ENLs, you might:

- You might change your teaching method to include demonstration before the guided practice, so that you can show students how your own plans might go, were you to launch a project yourself.