



Best Practices for Dedicated English Language Services

Compiled by Jill Kramer, ESC of Central Ohio

For emerging or low intermediate ELs learning basic English in a safe, supportive environment

Commonly called "Pull out" services

Individual students or small groups with similar proficiency levels

Include basic English and content knowledge

Comprehensible Input

- Lots of modeling by the teacher
- Use of "I do, we do, you do"
- High use of visuals, gestures, actions
- Read aloud daily
- Simple English, repetition

Standards Based

- Use of the Ohio English Language Proficiency Standards
- Data-informed instruction at the students' English proficiency level

Culturally Responsive

- First language support
- Relationship focused
- Welcoming classroom
- Build background
- Family connection

Thematic Units

- Calendar, family, school, food, animals, clothing, weather, body parts, feelings, community, etc.
- Everyday words taught through themes

Build Vocabulary Explicitly

- Survival English
- Social English
- Academic Vocabulary
- Build from oral language to text
- Explicit vocabulary

Active Learning

- Songs, chants, movement, actions
- Total physical response
- Collaborative writing

Foundational Literacy

- Based on need and background -
- Sounds of English (phonemes)
- Alphabet - Letter sounds, names
- Vowels, blends, digraphs
- Use of decodable books

Scaffolds

- Routines
- Sentence starters
- Graphic organizers with illustrations
- Cognates

Tips for Pull Out Sessions

Daily for 40 minutes is ideal for newcomers
Pull out services can occur with "push in" services as needed

▶ Monitor the progress of the students and adjust instruction based on data. Reteach or individualize instruction within a group as needed.

▶ It is often necessary to change groups during the year. Some students will progress more quickly than others. New students may enroll. Be flexible.

Progress Monitoring

Letter and Phonics Knowledge

Vocabulary

Speaking and Writing Checklists

Reading Decoding level