

## SHOW & TELL Strategies by Levels of English Proficiency

<b>LEARNER COMMUNICATION</b>		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Points to items</li> <li>• Follows commands</li> <li>• Listens initially—receptive skill development</li> <li>• One to two word responses</li> <li>• Labels and matches items</li> <li>• Lists items</li> <li>• Memorizes common phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Novel phrases and simple sentences</li> <li>• Describes items in simple terms</li> <li>• Frequent morphological errors</li> <li>• Frequent syntactic errors</li> <li>• Phonological errors</li> <li>• Vocabulary gaps &amp; circumlocution</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Academic Language use</li> <li>• Dialogue &amp; discourse with some grammatical &amp; rhetorical errors</li> <li>• Read/write decontextualized passages with support</li> </ul>

<b>SHOW STRATEGIES AND SHOW + TELL STRATEGIES</b>		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Acting out/pantomime</li> <li>• Pictures</li> <li>• Focus on here and now—pointing to real objects</li> <li>• Demonstrate a process</li> <li>• Hands-on activities</li> <li>• Model tasks</li> <li>• Refer to picture dictionaries</li> <li>• Hands-on experiences</li> <li>• Visuals</li> <li>• Props</li> <li>• Dramatizations</li> <li>• Experiential learning</li> <li>• Simple graphic organizers using pictures &amp; words</li> <li>• Matching words to pictures</li> <li>• Matching sentence strips to pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Complex graphic organizers &amp; diagrams</li> <li>• Cooperative learning in pairs &amp; groups with linguistic and contextual support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional contextual support as needed</li> </ul>



<b>TELL STRATEGIES</b>		
<b>General Practices</b>		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Rephrasing</li> <li>• Slower pacing of instruction to ascertain comprehension</li> <li>• Simplified language</li> <li>• Simplified text</li> <li>• Outline</li> <li>• Word lists</li> <li>• Common phrase list</li> <li>• Vocabulary/grammar support</li> <li>• Simple role plays requiring scripted verbal expression</li> <li>• Graphic organizers to complete</li> <li>• L1 support</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank phrases and sentences to scaffold language</li> <li>• Focus content on key concepts</li> <li>• Highlight keywords</li> <li>• Use bulleted lists rather than extended texts</li> <li>• Limited L1 support</li> <li>• Expand vocabulary through paraphrasing and teaching synonyms</li> <li>• Chart information</li> </ul>	<ul style="list-style-type: none"> <li>• Check for language bias</li> <li>• Check for idioms</li> <li>• Check for phrasal verbs</li> <li>• Check for complex structures</li> <li>• Check vocabulary</li> <li>• Scaffold reading comprehension—strategies</li> <li>• Scaffold writing development—targeted error correction</li> <li>• Avoid deducting points for grammatical errors if assessing mastery of content</li> </ul>

<b>TELL STRATEGIES</b>		
<b>Verbal Interaction</b>		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>• Cooperative learning in pairs requiring little verbal expression</li> <li>• Heterogeneous group interaction supported by assigned buddy—bilingual or monolingual</li> <li>• Non-verbal participation in heterogeneous groups—observing, doing</li> <li>• Group homogeneously for leveled alternative activities with instructor/volunteer support</li> </ul>	<ul style="list-style-type: none"> <li>• Supported heterogeneous interaction with supplemental key phrases</li> <li>• Group heterogeneously for most activities, checking for comprehension &amp; participation</li> <li>• Group homogeneously for language focus support</li> </ul>	<ul style="list-style-type: none"> <li>• Heterogeneous group activities with comprehension checks, monitoring participation</li> </ul>



## TELL STRATEGIES

### Leveled Questions and Tasks

<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>Simple yes/no questions—Is this a book?</li> <li>Questions that allow points, selecting, showing—Show me the book.</li> <li>Either/or questions—Is this a book or a pencil?</li> <li>Simple who, what &amp; where questions—Who has the book? What is this (point to book)? Where is the book?</li> <li>Here and now focus</li> <li>One word answers—What is this?</li> <li>Simple or common two or three word phrase responses—Where is the book? On the table.</li> <li>Frequent vocabulary questions/answers (book versus manuscript)</li> <li>Simple identification questions</li> </ul>	<ul style="list-style-type: none"> <li>Restricted tense questions               <ul style="list-style-type: none"> <li>Simple present—What do you do every day? I read every day.</li> <li>Present progressive—What are you doing? I am reading.</li> <li>Simple past—What did you do yesterday? I read a new book.</li> <li>Past progressive—What were you doing yesterday morning? I was reading a book.</li> <li>Simple future—What will you do tomorrow? I will read a book.</li> <li>Present perfect—Have you read Harry Potter? Yes. or Yes I have.</li> </ul> </li> <li>Simple description (what) questions—What do you like about Harry Potter books?</li> <li>Simple explanation (how and why) questions—How does Harry Potter win at Quidditch? Why does Snape try to harm Harry?</li> <li>Formation of simple questions &amp; negative statements</li> </ul>	<ul style="list-style-type: none"> <li>Complex tenses and moods               <ul style="list-style-type: none"> <li>Hypothetical, conditional—If Dumbledore asked you to move to Hogwarth's, would you do it? Why or why not?</li> <li>Past perfect—Had Harry seen Voldemort before he began following him?</li> <li>Future perfect</li> </ul> </li> <li>Formation of the passive construction—How long will Harry have been a student before he graduates?</li> <li>Formation of complex negative statements—Could Harry have been hurt by Snape's magic? Why or why not?</li> <li>Formation of complex negative statements—Should Harry not have gone to Hogwarth's? Why or why not?</li> <li>Formation of complex questions</li> <li>Complex analysis, justification, evaluation</li> </ul>



<b>TELL STRATEGIES</b>		
<b>Leveled Text Modification</b>		
<b>BEGINNING</b> Edith	<b>INTERMEDIATE</b> Edgar	<b>ADVANCED</b> Tasir
<ul style="list-style-type: none"> <li>Using graphics and a graphic organizer, express the main points in the reading passage with keywords.</li> <li>Provide native language support—overview, key words</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the text in simpler, clearer terms, avoid compound sentences &amp; complex verb structures.</li> <li>Substitute frequent vocabulary for infrequent vocabulary</li> <li>Shorten and break up sentences</li> <li>Show connection between reference words &amp; their referents. Provide simple definition for idioms &amp; phrasal verbs.</li> <li>Highlight keywords</li> <li>Provide glossary</li> <li>Make an outline or bulleted list</li> </ul>	<ul style="list-style-type: none"> <li>Using the unmodified text, identify challenging vocabulary, phrases, and sentences.</li> <li>Provide clarification and explanation for the challenges.</li> <li>Elaborate implicit information in the text and make it explicit.</li> <li>Provide a glossary or additional explanations as necessary.</li> <li>Identify one or more reading strategies that improve comprehension.</li> </ul>

- GENERAL PRINCIPLES APPROPRIATE FOR ALL LEVELS OF PROFICIENCY**
  - Frequent comprehension check (individually, if possible),
  - increased interaction through pair and small group activities (allows for clarification of meaning),
  - walk the talk & talk with chalk,
  - connect to students' background knowledge and cultural background, and
  - receptive vocabulary > productive vocabulary.
- PULL-DOWN VS. PUSH-UP**
  - Pull-down** TELL strategies simplify, translate, or elaborate the English content (leveled questions, simplified text, glossaries)
  - Push-up** TELL strategies prop up ELLs' LEP beyond its independent level (scaffold)—expansion and paraphrasing, negotiation of meaning, scripts, word banks

