

# The Unit Organizer

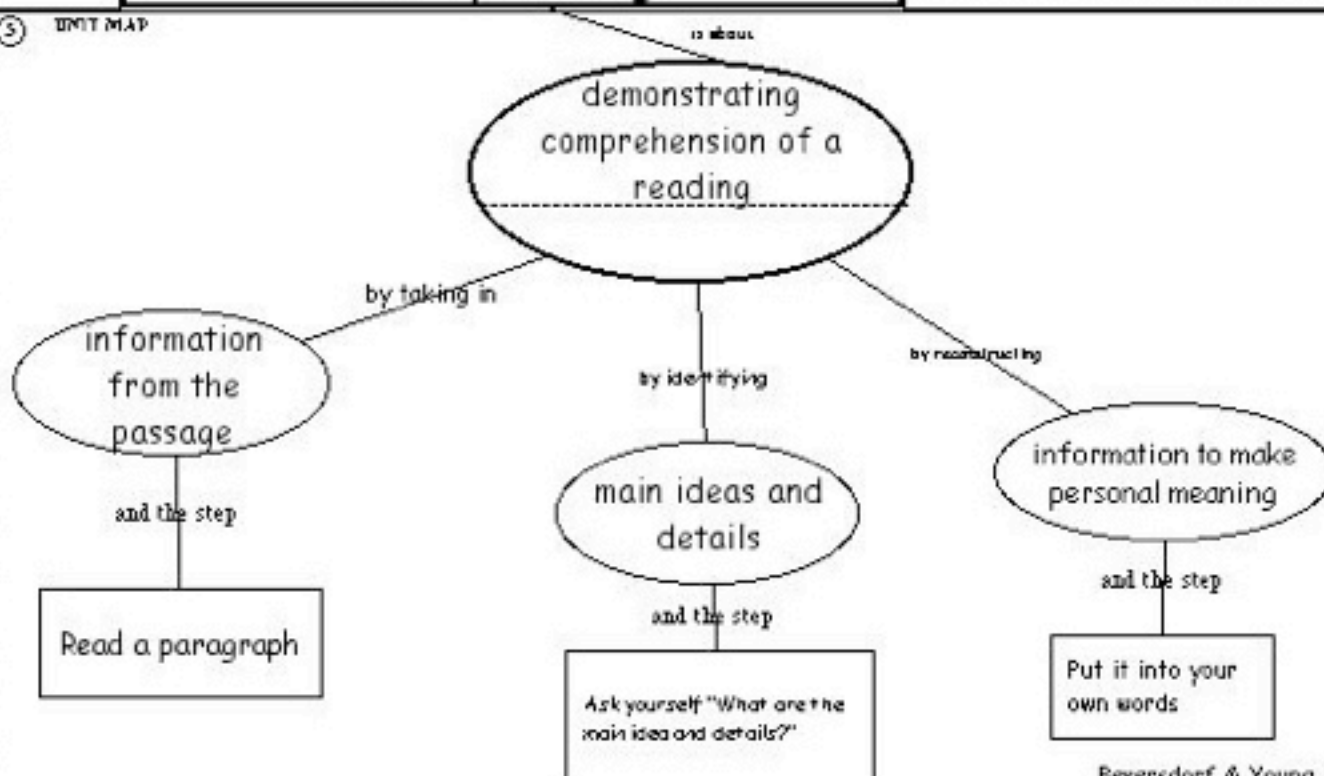
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## ④ BIGGER PICTURE

← developing a literacy toolbox that students may consciously draw from when approaching various materials. →

② LAST UNIT/Experiences Introductions	① CURRENT UNIT <b>Paraphrasing</b>	③ NEXT UNIT/Experiences Overview
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⑤ UNIT SCHEDULE	⑤ UNIT MAP
Pretest	
Describe	
Model	
Verbal Practice	
Controlled Practice	
Advanced Practice	
Posttest and make commitments	



Beyersdorf & Young 2002

⑦ UNIT SELF-TEST QUESTIONS	⑥ UNIT RELATIONSHIPS
1. How do you decide what information is important to remember and understand about a reading? 2. Why is it important to know the difference between main ideas, supporting details, and irrelevant details? 3. How does putting information into your own words help you?	comparing/contrasting categories/sub-categories clustering  1

Paraphrasing                      +                      = SUCCESS  
Strategy

Teacher's Goal \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Student's Goal \_\_\_\_\_

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\_\_\_\_\_

## PARAPHRASING STRATEGY MANAGEMENT CHART

[illegible]

## The FRAME Routine

Key Topic  
**Whole Class**  
Think-Pair-Share

is about...

Answering critical questions after learning about a stage of instruction.

☐ Main idea

### Pretest

**Essential details**

Why is it important to assess student skills before teaching them a strategy?

☐ Main idea

### Describe

**Essential details**

What are roles of the teacher and students during this stage of instruction?

☐ Main idea

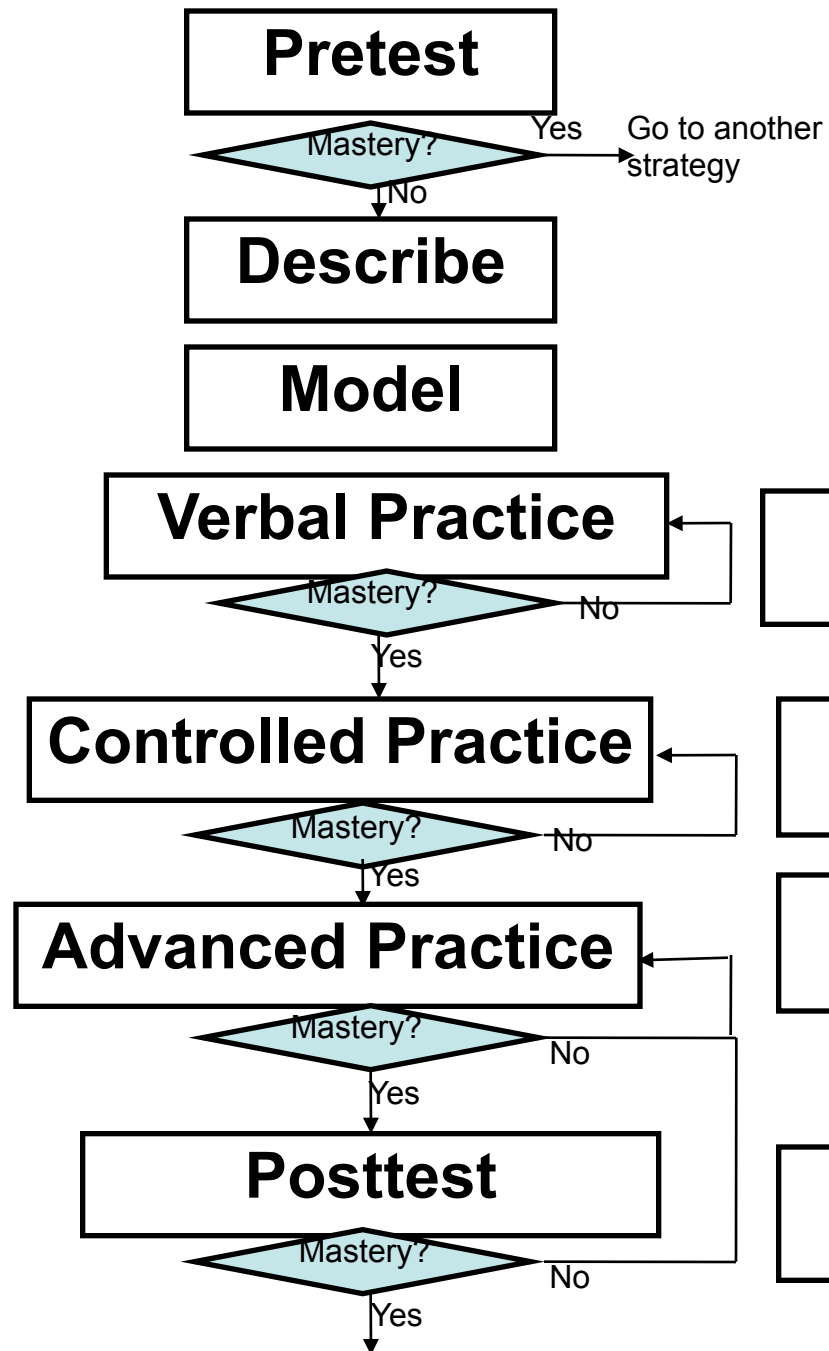
### Model

**Essential details**

Why is this stage referred to as the “heart” of the strategy?

**So What?** (How are these stages designed to promote student learning? How do they fit with what you already do in the classroom?)

# Stages of instruction



## MODEL PASSAGE

### WANDERING IN THE WILDS

Backpacking offers freedom found in no other type of wilderness travel. However, you must know what to expect when you hike off into the wilderness. There will be no piped water or shelters to use. There will be no tables to eat from and no grills to hold your pots and pans. There will be few trail signs to guide you. You must know how to follow a map. You will be on your own.

Still, there are countless places you can go. Try an overnight trip to a mountain or stream. Follow an unmarked trail that seems inviting. A trial run will help tone up muscles and show up mistakes in plans. During a short trip, you will not suffer too badly if something has been left at home.

Experienced backpackers pride themselves on being able to travel light. With many, weight saving is a game. Some cut towels in half and saw the handles off of toothbrushes to save ounces. They measure out just the right amount of food needed and put it in plastic bags. Plastic bags are lighter than cardboard. There are dozens of tricks to save ounces that add up to pounds.

Footwear is an important thing to keep in mind. Sneakers are cool and cheap. For youngsters who are growing, the heavy-soled, ankle-high sneaker is best. Rubber is good where the going gets wet. Hikers in swamps and bogs prefer the shoepack above anything else. However, leather is the most popular shoe material for all-around hiking. It wears well and is soft. It can be waterproofed to shed snow and rain.

Leather soles on boots are slippery. Most hikers use rubber or cord soles. When the soles wear out, thick rubber lug soles can be put on. These grip the rocks well.

Hiking boots should fit comfortably over two pairs of socks, one thin and one thick. They should protect the ankles and support the foot. They have to withstand long mileage on rocks and roots. Be sure that boots are well broken in before the trip. A mountain trail is no place to break in a new pair of boots. Ski boots are for skiing and cowboy boots are for horseback riding. Footwear with eyelets and lacing have proven best for hiking. A wise hiker always brings an extra pair of laces.

# PARAPHRASE SCORE SHEET

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pretest: \_\_\_\_\_ Posttest: \_\_\_\_\_ Practice #: \_\_\_\_\_ Maint. Probe #: \_\_\_\_\_

Passage: \_\_\_\_\_ Notes

	MI D		Not Complete	Not Accurate	Not from Paragraph	Repetitive	Not Meaningful	Not Useful	Too General	Not a Paraphrase
Paragraph 1										
Paragraph 2										
Paragraph 3										
Paragraph 4										
Paragraph 5										

## Calculating the Score:

Score Toward Mastery		Total Score
Main Idea (MI) Points	(maximum 1 per paragraph)	
Detail (D) Points	(maximum 2 per paragraph)	
Total Score Toward Mastery		
$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$		

Wandering in the Wilds...practice scoring for paraphrasing  
(Score 1 or 0 for each line of print)

This is about what to expect when you're backpacking.  
This is about things to expect while hiking.  
You won't have running water when you hike.  
They have no tables.  
You'll be on your own.

Read 2<sup>nd</sup> ¶, and then →

This paragraph is about places to hike to.  
You can hike to see a mountain.  
You can hike to see a stream.  
You can hike to see a sunset.

Read 3<sup>rd</sup> ¶, and then →

This paragraph talks about how to travel light.  
Like you can cut off your toothbrush handle.  
Or put it in plastic.

**Switch roles!**

Read 4<sup>th</sup> ¶, and then →

*Sneakers are the very best shoes to wear when you're hiking.*  
*Shoes made out of leather are soft.*  
*Leather can be waterproofed.*  
*When shoes are waterproof, snow and rain can't sink in.*

Read 5<sup>th</sup> ¶, and then →

*I have cowboy boots.*  
*Hiking boots need to be broken in.*  
*Hiking boots are important.*



## The FRAME Routine

Key Topic  
**Partner**

Think-Pair-Share

is about...

Answering critical questions after completing a carousel round.

☐ Main idea

**Verbal Practice**

### Essential details

Why is it important for students to reach automaticity with the steps?

☐ Main idea

**Controlled/Advanced Practice**

### Essential details

What are the key differences between the controlled practice and advanced practice stages? How are they similar to each other?

☐ Main idea

**Posttest**

### Essential details

Why is this stage important when promoting student motivation?

**So What?** (How are these stages designed to promote student learning? How do they fit with what you already do in the classroom?)

## RAP Sheet

1. Main idea:

a	ccurate	own words	makes sense

Details (at least 2):

2. Main idea:

a	ccurate	own words	makes sense

Details (at least 2):

3. Main idea:

a	ccurate	own words	makes sense

Details (at least 2):

4. Main idea:

a	ccurate	own words	makes sense

Details (at least 2):

5. Main idea:

a	ccurate	own words	makes sense

Details (at least 2):

6. Main idea:

Details (at least 2):

accurate	own words	makes sense

7. Main idea:

Details (at least 2):

accurate	own words	makes sense

8. Main Idea:

Details (at least 2):

accurate	own words	makes sense

9. Main idea:

Details (at least 2):

accurate	own words	makes sense

10. Main Idea:

Details (at least 2):

accurate	own words	makes sense

## Orientation:

### Steps

### Materials

<ul style="list-style-type: none"><li>• Review the paraphrasing strategy</li><li>• State your expectations</li><li>• Discuss how to use the strategy in other classes and in the real world</li><li>• Discuss flexibility when using the Paraphrasing strategy</li><li>• Have the students make bookmarks with the strategy steps for their textbooks</li></ul>	<p>Cue cards and notes</p> <p>General education assignments, drivers education manual, cookbook</p> <p>Vocabulary lists, textbooks, diagrams, maps</p> <p>Notecards</p>
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## Activation:

### Steps

### Materials

<ul style="list-style-type: none"><li>• Have the students journal about their current and future use of the strategy</li></ul>	
<ul style="list-style-type: none"><li>• Give the students a daily reading assignment With a short quiz the next day</li></ul>	Map directions, recipes, magazine articles, warranty agreements, printer manual, glossary
Have the students document their use of the strategy in other classes at least 4 times	Report of use forms

# Generalization

## Report of Strategy Use Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Strategy you used: \_\_\_\_\_

Place where you used the strategy: \_\_\_\_\_

Assignment or task on which you used the strategy: \_\_\_\_\_

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## Adaptation:

### Steps

- Instruct the students in the 3 parts of the strategy
  - Taking in information (R)
  - Sorting and organizing (A)
  - Transforming (P)
- Engage the students in projects where they see the adaptations put to use
- Have the students document their use of the strategy with the adaptations

### Materials

Research projects,  
interpreting clichés

Report of use forms

## Maintenance:

### Steps

- Collect assignments or reports about assignments that students have completed in their general education classes
- Schedule periodic maintenance probes at least once a month

### Materials



## Paraphrasing

Pretest Date

[illegible][illegible]

## The Paraphrasing Strategy

<input type="checkbox"/>	<p>I have identified at least one student who could benefit from the strategy.</p> <p>1. The reading level for the students' pretest should be _____</p> <p>2. The reading level range for the students' controlled and advanced practice should be _____</p>
<input type="checkbox"/>	<p>I have access to or know where to find reading passages for these students, which includes a comprehension test.</p>
<input type="checkbox"/>	<p>I have copies of the following:</p> <p>_____ Score Sheet</p> <p>_____ Scoring guidelines</p> <p>_____ Progress Chart</p> <p>_____ Cue Cards</p> <p>_____ Verbal Practice Checklist</p> <p>_____ Report of strategy use forms</p>
<input type="checkbox"/>	<p>I have materials to create a notebook for the student</p> <p>_____ Paraphrasing Pretest materials</p> <p>_____ 3-ring binder</p> <p>_____ Dividers for stages of instruction</p> <p>_____ Assignment sheet</p>
<input type="checkbox"/>	<p>My instructional plan for teaching this strategy involves the following steps:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>