The Strategic Instruction Model

THE PARAPHRASING STRATEGY

Professional Developer's Guide

The University of Kansas
Center for Research on Learning
Lawrence, Kansas 66044

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Revised 1995

KU-CRL

ASSEMBLING YOUR SIM TRAINING LIBRARY NOTEBOOK

DIRECTIONS

1. Check to see if you have the following components.

   1 3 Ring notebook

   1 packet the contains the following pieces:
   - Notebook title spine
   - Notebook title cover
   - Notebook insert pages
   - Overhead tool
   - Set of section title divider

   1 packet containing the SIM Training Library content pages

2. Insert the notebook title spine into the plastic cover on the side of your notebook.

3. Insert the notebook title cover into the plastic cover on the front of your notebook.

4. Insert the overhead copy tool inside the front cover of your notebook.

5. Insert the notebook title insert page and the set of section dividers into your notebook. You are now ready to assemble the content pages into the appropriate sections of your notebook.

6. Insert the SIM Training Library content pages behind the appropriate section divider.

   Note: At the end of each section of the content pages there is a separate page that tells you where to insert the next section divider.

THE PARAPHRASING STRATEGY NOTEBOOK

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ACKNOWLEDGEMENTS

The SIM Training Library which includes The Paraphrasing Strategy: Training Guide represents the work of many individuals and groups. Strategies Intervention Model Trainers, both inservice and preservice trainers, associated with the University of Kansas Center for Research on Learning have shared specific products as will as their thoughts and experiences related to implementation and training related to the Model with us. We are very appreciative of all their efforts and their contributions. Their work and stimulation have contributed greatly to the development of the SIM Training Library.

Throughout the SIM Training Library, the efforts of the feedback from many teachers who have implemented the Strategies Intervention Model are represented. We thank them for their contributions at all of our work. Continually, we learn more and more about the Model and efforts necessary for teachers to learn about and to implement strategies-based programs from the teachers in the field. The SIM Training Library is designed as a resource for those individuals who are assisting teachers in these efforts.

In addition, the staff at the KU-CRL deserves recognition; everyone has contributed in some way. Some individuals prepared documents, conceptualizing them, putting them on disk, editing, etc., while others waited patiently while notebook documents monopolized the printer, punched holes, collected, or moved boxes of notebooks; no one was spared! For everyone's efforts, we thank you very much.

Four members of the KU-CRL staff deserve special mention. The SIM Training Library would not exist without their efforts. Joyce Rademacher was responsible for collecting all the documents, developing the format, and leading the efforts to prepare all the parts to the notebooks. Muriel Hays, Peggy Showalter, and Eleanor Womack-Nelson spent many, many hours working on the notebooks, entering text and forms, searching files for documents, and editing and editing and editing. We thank them for everything which they did to make the SIM Training Library a reality.

Although many have contributed to the SIM Training Library, any errors which remain are solely ours

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The Strategies Intervention Model Training Library

The Strategy Intervention Model (SIM) Training Library has been designed to assist and prepare individuals involved in providing information and skills to others toward the successful application of the strategies instructional approach and the Strategy Intervention Model. The SIM Training Library includes media, written materials, and other resources for organizing, delivering, monitoring, and evaluating both training and implementation activities related to strategies instruction. The SIM Training Library is available to qualified preservice and inservice SIM trainers and individuals who are preparing to be SIM trainers.

While all the information needed to help an individual understand the nature of strategic teaching may not be included in the SIM Training Library, the sections of this notebook have been organized to help you cover many of the components that are critical. The notebooks have been designed to allow you to add sections. Please feel free to expand on these sections as your experience teaches you about how the understanding process unfolds for individuals across different settings and conditions; the diversity across instructional settings is great, and each trainer must rely on his or her judgment to remove or expand upon the information that has been provided. We anticipate frequent revision in the SIM Training Library as components are added, revised, or removed. Trainers will be kept informed about how to update the SIM Training Library.

Components of the SIM Training Library

Trainer's Notebooks Related to the General Components of SIM

- Planning for a Strategic Environment
- Implementing a Strategic Curriculum
- Ensuring Strategic Instruction

Trainer's Notebooks Related to Training Issues

- Strategies Instruction: Preservice Training Issues
- Strategies Instruction: Inservice Training Issues

Trainer's Notebooks and/or Guides Related to Training in Specific Strategies

Training packages associated with the Learning Strategy Curriculum

- Collaborative Problem Strategy: Training Guide
- Concept Anchoring Strategy: Training Guide
- Concept Mastery Strategy: Training Guide
- Content Enhancement Strategy: Training Guide
- Error Monitoring Strategy: Training Guide
- FIRST-Letter Mnemonic Strategy: Training Guide
- Lesson Organizer Strategy: Training Guide
- LINCs Strategy: Training Guide
- Paragraph Writing Strategy: Notebook
- Paraphrasing Strategy: Notebook
- Progress Program Strategy: Training Guide
- SCORE Strategy: Training Guide
- Self-Advocacy Strategy: Training Guide
- Self-Questioning Strategy: Training Guide
- Sentence Writing Strategy: Training Guide
- Slant Strategy: Training Guide

continued on next page

- Strategic Math: Add. & Sub. Facts 10-18: Training Guide
- Strategic Math: Add. & Sub. 0-9; Multi. 0-81: Training Guide
- Strategic Math: Division Facts 0-81: Training Guide
- Strategic Math: Place Value: Training Guide
- Teamwork Strategy: Training Guide
- Test Taking Strategy: Training Guide
- Unit Organizer Strategy: Training Guide
- Visual Imagery Strategy: Training Guide
- Word Identification Strategy: Training Guide

Training Packages Associated with the Social Skills Strategies Curriculum

- Social Skills for Daily Living: Training Guide

Training Packages Associated with the Motivation Strategies Curriculum

- The Education Planning Strategy: Training Guide

Training Packages Associated with Creating A Strategic Environment

- The Progress Program: Training Guide

Videotapes

- Modeling the FIRST-Letter Mnemonic Strategy: Understanding the Heart of Strategy Instruction
- Modeling the Sentence Writing Strategy: Understanding the Heart of Strategy Instruction
- Modeling the Word Identification Strategy: Understanding the Heart of Strategy Instruction
- Modeling the Error Monitoring Strategy: Understanding the Heart of Strategy Instruction
- Modeling the Paraphrasing Strategy: Understanding the Heart of Strategy Instruction
- Enhancing Strategies Instruction: Critical Teaching Behavior

PROVIDING TRAINING TO PROMOTE THE IMPLEMENTATION OF THE PARAPHRASING STRATEGY

This notebook will provide you with information that you need to plan for and conduct a training session related to training others to implement *The Paraphrasing Strategy* with students. *The Paraphrasing Strategy,* one of many task-specific strategies that has been designed to address the needs of low-achieving students, is part of the Learning Strategies Curriculum that has been developed by the University of Kansas Institute for Research in Learning Disabilities.

As a qualified trainer you now have the background necessary to train others in this model and the responsibility for ensuring effective and efficient implementation of strategies Instruction.

***The Paragraph Writing Strategy* Instructor's Manual is included in the back of this notebook.** It is important to take the time to read and become proficient in what is contained in the manual. If you have not taught the *The Paraphrasing Strategy* to a student, providing direct instruction in the *The Paraphrasing Strategy* with a student will enhance your effectiveness as a trainer.

Each section in this notebook contains specific guidelines that will help you organize delivery of an effective and efficient training session.

The **Introduction** section presents an overview of planning procedures related to goals, resources, and issues concerning training in The *Paraphrasing Strategy.* The time you put into preparation and planning will pay off in terms of the quality of learning that will occur during each session.

In the **Evaluating Implementation** section you will find the necessary forms for determining trainee mastery of *The Paraphrasing Strategy.* These forms can be used to provide specific feedback to trainees as well as help you to set goals for future training sessions.

The **Research** section includes references and data related to some of the validation efforts associated the *The Paraphrasing Strategy.* All the research data that exists on the strategy may not be provided. However, enough information has been provided for you to describe the results of the research.

*The **Training Sequence** section contains sets of overhead transparency masters that may facilitate your presentation,. The first set is a working copy to mark on; the second set is for duplicating. Use these in conjunction with the information presented in *The Paraphrasing Strategy* Instructor's Manual to train others.

*Also included in this notebook is a section which includes Activities and Session Handouts. The first set of handouts is a working copy for you to mark on; the second set, which is contained in the section pocket folders, is for duplicating. Use these handouts as needed when conducting training activities.

The materials included should provide you with important information that you can use to help you provide training to others on implementing *The Paraphrasing Strategy.* As you develop your presentation and training plans, utilize your own experiences and training style, adding to or adapting as necessary to personalize the training and make it an exciting learning experience. Make it work for and it will work for others.

NOTE: This ends the Preface section.

REPLACE this page with the first section divider entitled Introduction Guidelines for Training.

INSERT the section content pages for INTRODUCTION: Guidelines for Training

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The Strategies Intervention Model

Searching, Solving, Soaring. . . . .

AN INTRODUCTION TO STRATEGY TRAINING: GUIDELINES FOR TRAINING

As a trainer there are several things to consider as you plan for and conduct strategy training. The purpose of this section is to provide you with the necessary information with which to begin. As a qualified trainer you now have a unique opportunity to use the information you have learned about the Strategies Intervention Model in training others. It is critical to first develop a plan of action. Think of the information in this notebook as a road map. Each time you train, your destination or outcome goal, may be slightly different. No matter what strategy you decide to train, effective planning and mapping of the session is the first step.

Training resources in this section included:

- Training a Specific Strategy: Goals and Guidelines. Information about goals, teaching resources, suggested learning activities, and potential assignments are listed.
- Generic Strategy Session: An Outline. Key points to include in a training session are listed as well as the minimum and maximum time needed to cover each point.
- Training a Specific Strategy: Frequently-Asked Questions and Comments. This is a list of general comments and questions that may need to be addressed in a training session. Thinking about how you may respond to these questions beforehand is helpful.
- Critical Training Behaviors for Strategy Intervention Model Training. This is a list of general training behaviors that a trainer could use for self evaluation or as a checklist for an observer to use when giving feedback to a trainer.
- Mastery of New Approaches. This chart shows the range of teaching techniques necessary in training to achieve specific levels of impact.

Goals and Guidelines for the Presentation of *A Learning Strategy Intervention*

The trainee will understand:

GOAL 1: the purpose of and desired outcomes related to instruction in a specific learning strategy.

- Objective 1.1: the types of setting demands that the learning strategy is designed to meet.
- Objective 1.2: the purpose of the learning strategy.
- Objective 1.3: the steps of the learning strategy.
- Objective 1.4: rationales behind the steps of the learning strategy.
- Objective 1.5: the relationship between this learning strategy and other learning strategies.
- Objective 1.6: the benefits that can be expected when the learning strategy is applied to demands.

GOAL 2: the concepts that are taught in the learning strategy.

- Objective 2.1: the mnemonic device that is used to assist students in learning the strategy.
- Objective 2.2: how the key words of each step in the mnemonic device correspond to specific cognitive steps.
- Objective 2.3: how the steps in the mnemonic device trigger a variety of cognitive and behavioral activities that are to be performed with each step.
- Objective 2.4: how performance of the strategy is applied to improve performance on associated tasks.

GOAL 3: the procedures for teaching the learning strategy in an educational setting through generalization.

- Objective 3.1: how to pretest and obtain a student's commitment to learn the strategy.
- Objective 3.2: how to assist students in setting goals and will describe the learning strategy to students.
- Objective 3.3: how to model the learning strategy for students.
- Objective 3.4: how to promote memorization of the steps of the learning strategy through verbal rehearsal.
- Objective 3.5: how to engage students in controlled practice of the learning strategy and provide corrective feedback.
- Objective 3.6: how to engage students in advanced and grade appropriate practice of the learning strategy.
- Objective 3.7: how to posttest and gain a commitment from the student to generalize the newly learned strategy to other settings.
- Objective 3.8: how to promote generalization of the learning strategy to additional settings.

GOAL 4: and demonstrate the procedures for scoring and evaluating student performance in the learning strategy.

- Objective 4.1: and demonstrate how to reliably score student products in order to monitor progress.
- Objective 4.2: and demonstrate how to evaluate student scores and make decisions about appropriate follow-up activities.
- Objective 4.3: and demonstrate how to translate evaluation data into corrective feedback to students.

GOAL 5: the types of appropriate materials, resources, and follow-up activities that are recommended for use with the learning strategy.

- Objective 5.1: the characteristics of materials appropriate for use with the learning strategy.
- Objective 5.2: the types of commercially available materials that might be used during instruction in the learning strategy.
- Objective 5.3: types of activities and materials that a teacher might develop and infuse at various instructional points in the acquisition of the learning strategy.

Training A Specific Strategy: Suggested Resources, Activities, and Assignments

Teaching Resources

For each published learning strategy in the Learning Strategies Curriculum there is a manual and a set of training materials. The set of training materials includes a list of overhead transparency masters, a set of suggested participant handouts, scoring practice suggestions and materials, and suggested training activities. Each trainee should have his or her own instructor's manual. It will probably take approximately 2-3 hours to present the information in most of the training packages. However, strategies with multiple parts (e.g., the Sentence Writing Strategy) may take longer. This time estimate includes the use of all the overheads provided and allows for a moderate degree of discussion and questioning. This time estimate does not include the use of additional learning activities, media, or take into consideration the possibility of lengthy discussions. Media for each learning strategy is currently being developed and will be made available to trainers.

Suggested Learning Activities

1. Sometimes it is very effective to break the training into several sessions. For example, in the first class period you can present the purpose and nature of the strategy, discuss the strategy components, and present the procedures for pretesting. The trainees can then be assigned to implement the pretest step with at least one student and bring back the scored product(s) to class to discuss during the next class session. During the next class session, the part of the manual that focuses on the acquisition steps can then be presented and discussed. For the next few weeks, the first 30 minutes of class can focus on implementation progress reports and problem solving. As trainees approach the generalization step, the generalization procedures can then be presented and discussed.

2. The introduction of the strategy manual can serve as an excellent cooperative learning activity. First, the presenter should provide a brief overview of what the introduction is about and present some of the learning objectives to the group. Second, the trainees are divided into learning teams with 4 trainees on a team. Each learning team is responsible for learning all the introductory information in the manual. In order to do this cooperatively, the presenter divides the introductory material into 4 roughly equal sections: (a) *What are learning strategies*; (b) *How to teach the _____ strategy*; (c) *Other Instructional Issues*; and (d) *Managing instruction*. Each person on the team is assigned to read one of the sections and learn the content in a 15 minute period. At the end of the 15 minute period, all the trainees from across the teams who read section 1 are grouped, all the trainees who read section 2 are grouped, all the trainees who read section 3 are grouped, and all the trainees who read section 4 are grouped. The presenter explains that each group is an "expert" group on the studied information from the introduction and that each group should discuss the assigned section for 15 minutes and prepare to return to their original "learning teams" to teach the content. After working as part of the "expert group," the participant returns to the learning team and has 5 minutes to train the rest of the members of his or her "learning team" on his or her section.

Potential Assignments

1. The first time a strategy is taught, it is best to assign the trainee the task of implementing the strategy *exactly* as it is outlined and specified in the manual. This includes the description of how to set up student folders, use of materials, etc. This encourages the trainee to read the manual thoroughly. It also prevents miscommunication of what needs to be turned in, implemented, etc.

2. The best implementation efforts appear to emerge when trainees digest the manuals thoroughly. As an assignment, request that trainees mark up their manual with cues for teaching, notes, additional examples, etc. The trainee may be asked to submit a notebook that outlines additional activities. Many teachers tab their book, tear off the binding, punch holes in the pages and insert them into a notebook. Worksheets and other materials can be color coded with the manual for easy reference. Additional and creative teaching ideas are then inserted where appropriate. The idea is to get the teacher actively and creatively involved in strategy instruction.

GENERIC STRATEGY SESSION

The total length of a strategy training session is dependent upon the strategy, the status of training (i.e., how many strategies have been trained), and the status of implementation within the group of trainees.

Overview of the Strategy (minimum: 10 min.; maximum: 20 min.)

Related setting demands
Purpose of the strategy
Summary of the steps or contents
Strategic aspects of the strategy
Rationale behind the steps
How it fits into the rest of the curriculum
Results that have been achieved

Materials and Organization (minimum: 15 min.; max.: 45 min.)

Instructor's Manual
-describe contents
Student Folders
-describe purpose
-describe how to set them up
Other materials needed
Classroom organization
-emphasize student independence and intensity of instruction

Step-by-Step Strategy Run Through (minimum: 2 hrs.; max.: 4 hrs.)

Selecting students
Describe each step
Model teacher behaviors
Discuss potential problems
Role play practice of Describe or Model Step

Scoring and Record Keeping Practice (minimum: 45 min.; max.: 2 hrs.)

Talk through the Scoring Instructions and Examples
Provide live model of scoring
Score one together through discussion
Teachers score independently; then discuss
Feedback Practice
Graphing and Charting

Incorporation into IEP's (minimum: 5 min.; max.: 15 min.)

Implementation and Goal Setting (min.: 30 min.; max.: 1 hr.)

Preparation and Goal Setting for Individual Implementation
Planning for Peer Coaching and Support Team Meetings

TRAINING A STRATEGY: FREQUENTLY-ASKED QUESTIONS AND COMMENTS

The questions and comments included on this list are those commonly encountered by SIM trainers. The questions have been divided into general questions (which do not relate specifically to any individual strategy but might come at any time) and questions specific to individual strategies.

General Comments and Questions

1. There's no way I can get some of my kids to say they want to learn something (in reference to obtaining commitment). Can I leave the commitment part out?

2. My kids will never be able to memorize these steps. Can I leave out the Verbal Rehearsal step? I can just keep the steps written on the chalkboard for them to refer to.

3. Why is the mastery criterion only 80% on Step 5? My students need a lot more practice. I think I should keep them practicing until they get 90% (or 100%).

4. Is there any way to cut down on all this paperwork? I don't see how I can possibly keep up with all these Progress Charts.

TRAINING THE PARAPHRASING STRATEGY: FREQUENTLY-ASKED QUESTIONS AND COMMENTS

The questions and comments included on this list are those commonly encountered by SIM trainers. These questions are specific to the Paraphrasing Strategy.

PARAPHRASING: COMMENTS AND QUESTIONS

1. What if I don't have tape recorders? Does that mean I can't teach the strategy?
2. Why aren't there any reading materials in this manual? Can't the Kansas people give us those, too?
3. What if I have 15 kids in a class? I can't get 15 tape recorders!
4. My kids can't tell a main idea from a detail. What should I do?
5. My kids can't put something into their own words. What should I do?
6. This seems like a laborious process (doing the RAP steps to each paragraph). Don't the kids hate it? I'd hate it.
7. This stuff is boring. My kids will just tune out.
8. Why do they need to mention a main idea since most teacher-made tests focus on details anyway?
9. This seems like a very hard strategy since it's so cognitive and abstract. Is there any way to make it easier?
10. It would seem to be important to tell the kids exactly what they said as well as tell them what was wrong. I'll never be able to remember it all.
11. How can I manage to score all these tapes every night?
12. What program is recommended by the Kansas people for kids who read at the first (or 2nd or 3rd) grade level?
13. Is there any way to cut down on all this paperwork? I don't see how I can possibly keep up with all these Progress Charts.
14. How can I teach this to a class of 25 kids?
15. What kinds of kids does this strategy work best with?
16. How many subjects were in the original study for this strategy?
17. If I give my kids a textbook from a regular class for the pretest, they won't even try because they know they can't read it. What should I do?

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
1. General Training Behaviors A. Used advance organizers * gained participants' attention * reviewed previous session * explained the learning goal * linked goal to past learning * linked goal to new learning * explained activity		
B. Maintained lively pace * used enthusiasm and humor * maintained a high energy level * integrated media and/or presenters appropriately * avoided digressions * used adult learning techniques, as appropriate		
C. Kept participants actively involved * regularly checked for understanding * asked sufficient number of questions * eliminated off-task distractions * asked for participant input * involved participants in problem solving		
D. Presented content * explanations were accurate * explanations were thorough * explanations were clear * gave examples * gave clear directions for activities		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
1. General Training Behaviors, cont. E. Provide feedback * asked group to respond with feedback when appropriate * used specific positive feedback * used specific corrective feedback * modeled/retaught as necessary		
F. Responded to questions * restated questions for group * sought answers for group * answered questions fully * allowed ample time for questions * appropriately ended question activity (time, manner) * accepted questions/other points of view * was understanding of questions and problems		
G. Established formative evaluation procedures * requested participants' needs at beginning/during/end * responded to needs		
H. Used post organizer * provided/sought summation and progress to date * responded to needs		
I Established summative evaluation procedures		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
2. Overview Session A. Gave advance organizer * explained learning goal		
B. Defined learning strategies		
C. Gave rationales, purposes, and goals of Strategies Intervention Model		
D. Described SIM and components		
E. Explained expected benefits and results		
F Gave post organizer * provided/sought summation and progress to date * explained next steps		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
3. Instructional Methodology A. Gave advance organizer * explained learning goal		
B. Explained purpose of using a specific instructional methodology		
C. Described each step * purpose * teacher/student behaviors * rationales * modeled teacher behaviors, as needed * used examples		
D. Integrated media appropriately * used questions to guide/discuss viewing		
D Gave post organizer * provided/sought summation and progress to date * explained next step		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
4. Specific Strategy Session A. Gave advance organizer * explained learning goal		
B. Described the strategy * definition * purpose, rationales * example situations * strategic aspects of strategy		
C. Described prerequisite behaviors/skills, eligible students		
D. Described management procedures * organization of manual * needed materials * record keeping procedures * student folders * equipment needs		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
4. Specific Strategy Session, cont. E. Described each Acquisition and Generalization Step * for each step, commented on (as necessary) - goal - materials needed - estimated time - procedures - mastery criterion - where to go - problems frequently encountered * provided accurate information * described and modeled * gave examples form own and others' experiences * modifications, if presented, maintained integrity of strategy		
F. Described and provided practice in scoring/evaluation * demonstrated familiarity with Evaluation Guidelines & procedures * accurately modeled scoring process * accurately modeled calculation of score * provided practice with student products * circulated to monitor practice * provided specific positive & corrective feedback * sought group input/consensus * provided practice in giving feedback on student performance		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

NAME _____ DATE _____

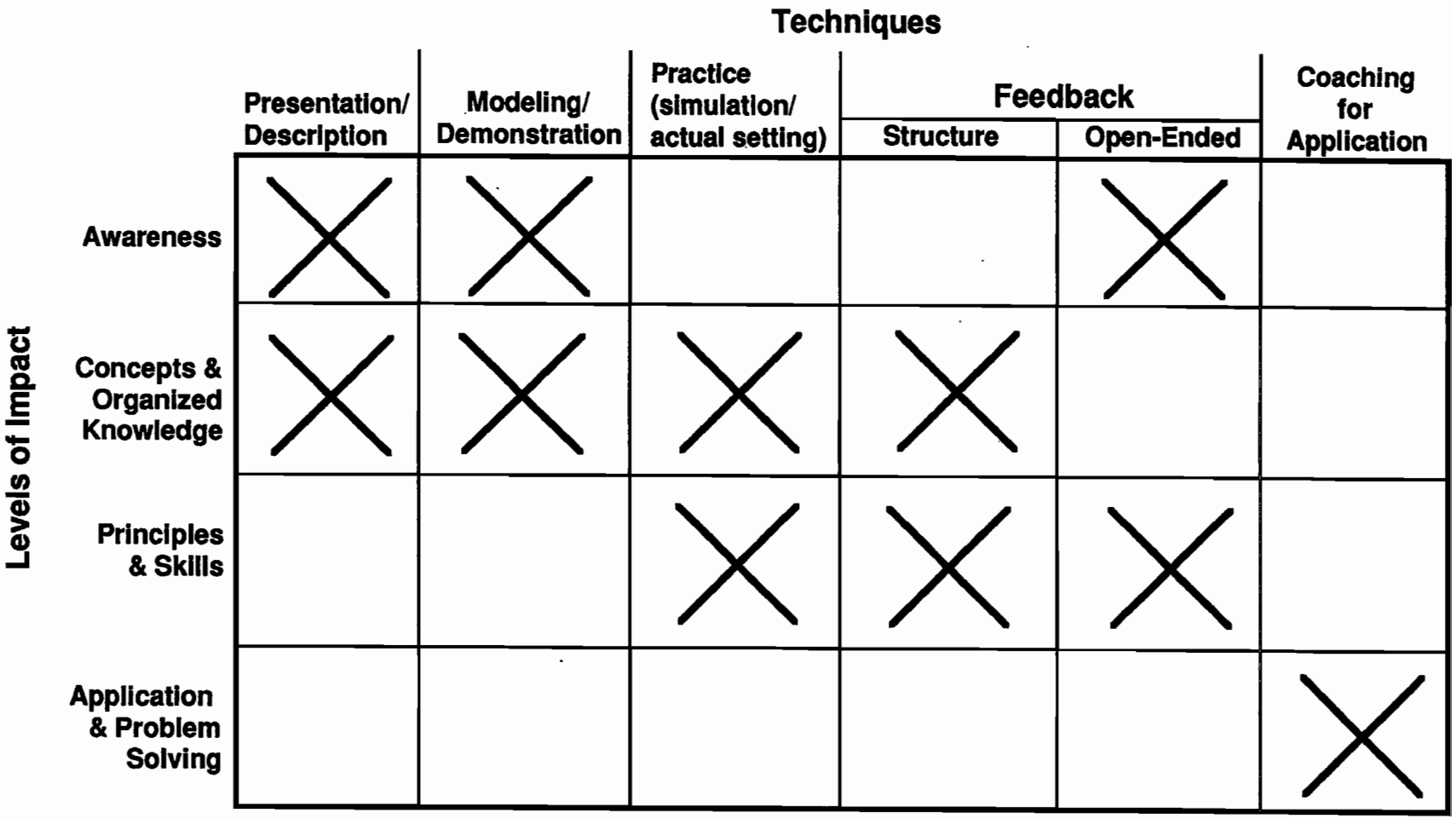
TOPIC: _____

STRATEGIES INTERVENTION MODEL TRAINING
CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
4. Specific Strategy Session, cont.. G. Detailed records/data to collected * clearly explained what records/data to be maintained * provided rationale for maintaining * demonstrated how to maintain * provided appropriated feedback on records/data		
H. Provided practice * on Describe or Model Step * monitored practice * provided specific positive & corrective feedback to individuals/group * modeled steps as needed		
I. Gave post organizer * provided/sough summation and progress to date * explained next steps		

Key to observation code: 1 = well done, 2 = good job, 3 = let's talk about this, 4 = not observed.

Mastery of New Approaches



(Joyce & Showers, 1980)

NOTE: This ends the Introduction section.

REPLACE this page with the first section divider entitled Evaluating Implementation.

INSERT the section content pages for EVALUATING IMPLEMENTATION.

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The Strategies Intervention Model

Searching, Solving, Soaring. . . . .

EVALUATING IMPLEMENTATION

Forms and procedures that you can use to evaluate teacher understanding of a strategy and the implementation of the strategy in a classroom setting.

Evaluating Knowledge

Content Evaluation: This is a test that can be used to evaluate teachers' understanding of the strategy. It can be used as a study guide, a small group study activity, or as a test. A key is also included.

Scoring Explanation. This form may be used to check an individual's understanding of the scoring process involved in a specific strategy.

Evaluating Implementation

SIM Training Implementation Plan. The two forms labeled Implementation Plan can be filled out by the teacher or teacher trainee for the purpose of reporting to the trainer how he or she will implement the strategy. Completion of this form ensures that the teacher trainee is organized and timely in implementing the strategy. The second of the two forms might be used with teachers who will be implementing in their own classrooms; before implementing., they will need to consider what portion of the ongoing instruction should be set aside in order to provide time for strategy instruction (see bottom of form.) Whichever form is used, a copy of the form is kept by both the trainer and the trainee.

Implementation Reports. This form is used to facilitate small group implementation discussions once strategy implementation has begun. As trainees begin implementing, it is important for them to discuss progress, problems, and plans related to solving problems and future work that will be done. To use this form, groups of two to four teachers are created. One member of the group is designated as the recorder. The recorder fills in the names of the people in the group in the ovals on the left side of the form. All the members of the group discuss progress first. Second, each member of the group discusses problems encountered in strategy implementation. Third, the group members discuss plans related to solving problems and making additional progress. The recorder notes comments and submits the form to the trainer as the report from the group. If there are multiple groups, the recorder, or another member of the group, can summarize the group's discussion to the large group before turning in the form.

Maintaining Records of Strategy Implementation. This document presents procedures related to how teacher trainees should maintain a log related to strategy implementation

Reviewing Records of Strategy Implementation. This document lists and describes various sources that would

provide the basis for evaluating strategy implementation. Procedures for examining logs and student folders are included.

Strategy Implementation Checklist. This form provides space for noting comments as records of implementation, teacher logs and student folders are examined. It follows closely the questions included in the document. Reviewing Records of Strategy Implementation.

Strategy Implementation Collaboration. These two documents, one an explanation of the form and the form itself, may be used when observing an individual who is implementing strategy instruction.

Teacher Observation and Implementation Evaluation. This is a general evaluation from to complete when observing teachers or teacher trainees who are implementing one or more strategies.

Implementing Strategies Instruction: Critical Teaching Behaviors. This is an observation form that can be used to observe a trainee teaching a strategy to a group of students. Observation guidelines for the *Describe* and the *Modeling* stages of strategies instruction are included in addition to observation guidelines related to general teaching behaviors.

THE PARAPHRASING STRATEGY EVALUATION IMPLEMENTATION

KNOWLEDGE EVALUATION

MASTERS

Content Evaluation
The Paraphrasing Writing Strategy
Learning Strategies Curriculum
University of Kansas
Center for Research on Learning

Name: _____ Date: _____

Instructor: _____ Institution: _____

1. List and briefly EXPLAIN the steps of the Paraphrasing Strategy:

2. How does the Paraphrasing Strategy help students to become strategic learners?

3. Where does the Paraphrasing Strategy fit in the Strategies Intervention Model?

4. For which setting demands would the Paraphrasing Strategy be most appropriate?

5. What kind of data support instructing students in the Paraphrasing Strategy?

6. What are the criteria for selecting students to learn the Paraphrasing Strategy?

7. What is involved in the Controlled Practice Stage of Paraphrasing Strategy?

8. What is involved in the Advanced Practice Stage of the Paraphrasing Strategy?

9. Briefly describe modifications an instructor might use for students that are younger or with lower ability levels that those recommended in the manual.

10. List and briefly describe the measures for evaluation in the Paraphrasing Strategy Pretest.

11. What is the student's task during the Activation Phase of Paraphrasing Strategy Generalization?

12. What skills should be pulled out of the Describe step and included in prerequisite skill training? Why should this be done?

13. Should the Paraphrasing Strategy be taught as a reading strategy or as problem-solving strategy? Explain your answer.

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1. List and briefly EXPLAIN the steps of the Paraphrasing Strategy:

Step 1: R	*Read a paragraph. This step cues the student to read one paragraph at a time and think about all the words and what they mean. Stop at the end of the paragraph.*
Step 2: A	*Ask yourself, "What were the main idea and details in the paragraph." This step cues the student to ask himself/ herself what is the big picture? What are some of the parts of the big picture? The student can often find the main idea in the first or last lint of the paragraph. Other repeated words will provide clues.*
Step 3: P	*Put the main idea and detail into your own words. In this step the student paraphrases the main idea and 2 details. The paraphrase must meet requirements for a good paraphrase.*

2. How does the Paraphrasing Strategy help students to become strategic learners

1. Students actively interact with and think about the material
than passively read it.
2. The step-by-step process requires a high level of student's attention.
3. Students learn to chunk material into small units which help
them recall and memorize information.

3. Where does the Paraphrasing Strategy fit in the Strategies Intervention Model?

Paraphrasing is a learning strategy contained in the acquisition strand
of the curriculum component of the strategy intervention model.

4. For which setting demands would the Paraphrasing Strategy be most appropriate?

This strategy is appropriate for setting demands that require student
to read, understand and remember written information (e.g., read a
text, read a newspaper).

5. What kind of data support instructing students in the Paraphrasing Strategy?

Research conducted on this strategy shows that before students learned
the strategy they correctly answered 51% of the comprehension question
at their reading level. After instruction they answered 80%. Before
instruction on grade level materials they scored 40%. After learn
the strategy they scored 84%

6. What are the criteria for selecting students to learn the Paraphrasing Strategy?

Students should exhibit word attack and comprehension skills at the 4th
grade level or higher. In addition they should have sufficient verbal
skills to communicate paraphrased content.

7. What is involved in the Controlled Practice Stage of Paraphrasing Strategy?

Students must master the strategy on materials provided for them at
their reading level. Once students gain confidence in using the strategy
they are given feedback on their performance.

8. What is involved in the Advanced Practice Stage of the Paraphrasing Strategy?

Students must master the strategy using materials that are written above
their reading level and ideally on materials form mainstream classes.
They are given feedback concerning their performance.

9. Briefly describe modifications an instructor might use for students that are younger or with lower ability levels that those recommended in the manual.

Younger students may need peer teaching on main idea and details.
Also, since paraphrasing a whole paragraph may be too difficult.
Instruction and practice in identifying synonym's and paraphrasing
sentences may be needed.

10. List and briefly describe the measures for evaluation in the Paraphrasing Strategy Pretest.

As the student completes a 400 word approximation reading selection he/
she stops at the end of each paragraph, turns on the tape recorder, and
recalls what is important about the paragraph. The next day the student
completes a 10 question comprehension test. The audiotape and compare-
hension test is then scored. The student must have accurately paraphrased
one main idea and two details for each paragraph (80% mastery) mastery
for the comprehension test in 70%

11. What is the student's task during the Activation Phase of Paraphrasing Strategy Generalization?

The student must use the paraphrasing strategy to complete daily reading
assignments outside of class. The teacher gives an oral quiz to determine
the paraphrasing score for the day.

12. What skills should be pulled out of the Describe step and included in prerequisite skill training? Why should this be done?

Main idea and detail should be briefly taught because both skills are
required for step 2 of the strategy. Locating the main idea and details
cues the student to determine what the author intended to be the main
idea and details.

13. Should the Paraphrasing Strategy be taught as a reading strategy or as problem-solving strategy? Explain your answer.

It should be taught as both. Reading is a problem solving activity. Reading
requires the student to discover the information in the text. Therefore, the
student needs a variety of ways to do this. As a result, both the nature of
reading and creating ways of selecting the best procedure to process text
are important in this strategy.

SCORING EXPLANATION

Name _____ Date _____

Strategy _____ Rater _____

Circle the most accurate statement or phrase (for some items, you may circle more than one response), or place an X on the continuum to indicate your rating of each item below. Write specific comments as needed. If a particular component of the scoring process was omitted or was not appropriate for the specific strategy, write "omitted" or "NA" (not appropriate).

Comments

1. The entire scoring process was:
   a. thoroughly and clearly explained
   b. generally clearly explained
   c. not clearly explained

2. Scoring explanation was:
   a. explained accurately
   b. generally accurate
   c. somewhat inaccurate
   d. very inaccurate

3. Explanations of specific criteria for acceptable responses were:
   a. accurate
   b. generally accurate
   c. somewhat inaccurate
   d. very inaccurate

4. Modeling of how scoring is conducted was:
   a. accurate
   b. generally accurate
   c. somewhat inaccurate
   d. very inaccurate

5. The "think aloud" aspect of the scoring model was:
   a. accurate
   b. generally accurate
   c. somewhat inaccurate
   d. very inaccurate

6. Examples of specific criteria were:
   a. explained clearly and accurately
   b. generally clear and accurate
   c. somewhat inaccurate and not very clear
   d. inappropriate

7. Scoring of examples was:
   a. accurate
   b. generally accurate
   c. inaccurate

8. Computations were:
   a. accurate
   b. generally accurate
   c. inaccurate

9. Feedback about student performance:
   a. was included and was accurate
   b. was included and was generally accurate
   c. was included and was inaccurate
   d. included accurate positive and corrective feedback

10. The student's performance was related to the mastery criterion for that step.
   a. yes, accurately
   b. yes, but was inaccurate
   c. no

11. The student's score was plotted on the progress chart.
   a. yes, accurately
   b. yes, but was inaccurate
   c. no

12. Problems regarding scoring were:
   a. anticipated and discussed
   b. discussed, but the information was inaccurate
   c. not discussed

13. Rate the level of comfort and familiarity with the manual and scoring procedures demonstrated by the potential trainer.

   uncomfortable comfortable
   |_____|

14. Rate the degree to which positive expectations were communicated that the scoring process could be mastered by the trainee.

   low high
   |_____|

THE PARAGRAPH WRITING STRATEGY

EVALUATING IMPLEMENTATION

Implementation Evaluation

Implementation Plan

Strategies Intervention Model
The University of Kansas
Institute for Research in Learning Disabilities

Name :_____ Date:_____

Instructor/Trainer:_____ Institution/School:_____

Strategy to be taught:

Complete the following implementation plan for teaching a strategy.

1. List the first name(s) of the student(s) who will receive instruction. Provide the appropriate descriptive information.

	GRADE	AGE	SKILL LEVELS	INSTRUCTION WILL TAKE PLACE	
				WHERE	WHEN

2. Set goals for your preparation and implementation of each strategy stage. As you complete each stage, record your completion date.

	STAGES								
	PREPARATION	PRE-TEST 1	DE-SCRIBE 2	MODEL 3	VERBAL PRACTICE 4	CONT. PRAC. 5	ADV. PRAC. 6	POSTTEST 7	GENERALI-ZATION 8
GOAL DATE:									
DATE COMPLETED									

3. Identify the steps that need to be taken to begin strategy implementation, set a goal date for completion, and record the date of completion as you implement your plan.

STEPS:		Goal Date	Completed
1			
2			
3			
4			
5			
6			

What will I give up in order to implement this strategy? _____

STRATEGIES INTERVENTION MODEL TRAINING IMPLEMENTATION PLAN

Name _____ Date _____

School/District _____

Complete the following implementation Plan for teaching a learning strategy.

Student(s) _____

Age _____ Grade Placement _____ Strategy to be taught _____

Goal Setting Section
(Set goal dates for your preparation and implementation of each instructional age.)

		Stages							
		1	2	3	4	5	6	7	8
	Teacher Prep.	Pre	Describe	Model	V.P.	Prac.	Prac.	Post	Gen.
Goal Date									
Date Completed									

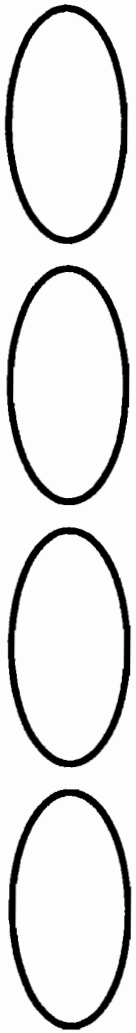
Teacher Preparation

(Identify the steps you need to take to begin strategy implementation, and set a goal date for completing that action.)

Steps:	GOAL	COMP.
1. READ THE INSTRUCTOR'S MANUAL		
2.		
3.		
4.		
5.		
6.		
7.		

Implementation Reports

NAMES



PROGRESS	PROBELMS	PLANS

MAINTAINING RECORDS OF STRATEGY IMPLEMENTATION

Purpose of Maintaining a Log

A log of strategy implementation is maintained so the teacher can record important aspects of strategy implementation. This permanent record can be reviewed by the teacher and many other educators (e.g., the trainer, a coach, other teachers of strategies) to provide information related to the teacher's experiences during strategy implementation. Without this permanent record, many details of implementation would be forgotten. For the teacher who is implementing strategy instruction, the log can be reviewed prior to teaching a strategy for the second time, and comments in the log may remind the teacher of specific teacher behaviors to repeat or avoid or, even, of behaviors to change or add.

For a potential trainer, a log of strategy implementation will provide valuable information for training sessions with other teachers. Humorous and/or positive student (or teacher) stories will personalize training sessions and add credibility for the trainer while information about specific teacher behaviors not included in the instructor's manuals can be relayed to teachers who are learning the strategy. For a trainer or coach, review of the log may provide explanations for rapid student progress or poor student performance which may be helpful in providing feedback to the teacher implementor or in addressing difficulties encountered in strategy instruction.

For other teachers just learning a strategy, a log may give a perspective on strategy implementation which may be difficult to convey in a training session. They may be alerted to some situations before they occur and, thus, they can plan how to handle them. They may also gain confidence and assurance that the strategy will benefit their students as it benefited students of the teacher who authored the log. In addition, they can also learn that some difficulties are to be expected and that some other teachers have experienced difficulty as they learned to implement the strategies.

Directions for Maintaining a Log

General: Be certain to date each entry and to state which strategy is being implemented.

Introductory: Provide information about the students who are receiving strategy instruction (e.g., the number of students receiving strategy instruction, ages and/or grade placement levels of these students, range of ability levels of these students).

Specific: Provide comments related to any or all of the following:

* time, length of lesson
* content covered (Acquisition or Generalization Stage and/or the portion of the stage being covered)
* manner in which content was presented (e.g., what teacher behaviors occurred, what type of activity)
* your reactions and evaluation
* student responses and reactions to materials and activities, the potential use of the strategy, motivational aspects (e.g., goal statements, value of strategy to students, rationales), and methods of instruction (each stage and specific teacher behaviors within each stage)
* student performance and progress
* comment on teacher behaviors which worked or didn't work, which were easy or awkward to implement, etc.
* modifications made in teacher procedures or materials
* changes to be made in procedures, materials, or activities when the strategy is implemented again

REVIEWING RECORDS OF STRATEGY IMPLEMENTATION

Review of a log, student folders, and other records maintained by an individual who is implementing a learning strategy may provide explanations for rapid student progress or poor student performance. This information may be helpful in providing feedback to the implementor or in addressing difficulties encountered in strategy instruction. In addition, the information may assist trainers in revising their training outlines for specific strategy sessions.

Review of Logs

Look for information which can provide insight related to the following areas of implementation. Provide feedback as appropriate.

1. What connections can be made between the explanations and descriptions of implementation and student progress?

2. Do the descriptions of implementation indicate that the Acquisition and Generalization Stages and the Critical Teaching Behaviors were followed in lesson presentations?

3. What connections can be made between student responses and reactions to instruction and the manner in which the Acquisition and Generalization Procedures and the Critical Teaching Behaviors were implemented?

4. What explanations are given related to why specific teacher behaviors did not work for this teacher implementor or were considered awkward or difficult to use?

5. What connections can be made between continuous or intermittent implementation and progress or lack of progress?

6. If modifications were made in procedures or materials, were these modifications appropriate? Did the modifications maintain the integrity of the strategy?

7. Are changes identified for subsequent implementation of the strategy consistent with the purposes of the strategy and of the Acquisition and Generalization Procedures?

8. What management suggestions can be made to make the teacher's implementation easier, more effective, or more efficient?

Review of Student Folders

Look for and provide feedback related to the following.

1. Progress in Implementation

    a. Check the date that implementation was initiated (in relation to previous training). Was the strategy implemented in 5-10 days following training?
    b. Was implementation continuous or intermittent (e.g., daily, once a week)? Were there long gaps between sessions? What (or are) explanations given for lapses in implementation?

2. Student Performance and Progress

    a. Are scores graphed on the Progress Chart (none, some, all; up-to-date)?
    b. Are scores correctly graphed? Check with student products/score sheets if available.
    c. Was the student moved to the next step when mastery was achieved?
    d. Are explanations given in the log for the student's progress?
    e. Do the student records appear to be student-maintained or teacher-maintained?

f. Are the Score Sheets for Pretests, Controlled and Advanced Practice attempts, Posttests, and Generalization assignments dated and identified (e.g., passage no)?
g. Have the Score Sheets been used correctly? Are the scores correctly calculated?
h. Are Score Sheets included for <u>all</u> pre-posttests and practices?
i. Is student performance recorded on the Verbal Practice Checklist?
j. Was mastery achieved on Verbal Practice?

3. Student Goal Setting

a. Is a student goal statement for learning the strategy included?
b. Were goals established for learning the strategy (goal dates set on the Progress Chart, completion dates recorded)?
c. Is a student goal statement for generalizing the strategy included?
d. Were the goal statements produced by the student?

Strategy Implementation Checklist

Name _____ **Strategy** _____

Students Learning the Strategy

Number: _____ **Grade levels:** _____

Implementation Log _____ ***Notes***

Is implementation occurring on a regular basis (at least 3 times per week)?

Is rate of implementation connected to student progress or lack of progress?

What connections can be made between the implementation notations and student progress?

Does it appear that the Instructional Procedures and Critical Teaching Behaviors are being followed in the lesson presentation?

Is there a connection between the manner in which the Instructional Procedures and Teaching Behaviors were implemented and the students' responses and reactions to instruction?

Are there explanations for why a specific teacher behavior did not work or was awkward/difficult to use?

Were there modifications to the strategy? If so, did they maintain the integrity of the strategy?

What management suggestions can be made to make implementation easier or more effective?

Student Folders ***Notes***

Are scores graphed on the Progress Chart (none, some, all, up-to-date)?

Are scores correctly graphed? Check student products/scores if available.

Was the student moved to the next step when mastery was achieved?

Do student records appear to be student-maintained or teacher-maintained?

Is there evidence of students setting goals to learn the strategy and for progress throughout the strategy (Progress Chart)?

Have the Score Sheets been used appropriately and correctly calculated?

Is there evidence that mastery was met on Verbal Practice?

Developed by Dr. Pam Hudson, Utah State University, Logan, Utah

Strategy Implementation Collaboration

Explanation of the Observation Instrument

Overview

This instrument is designed to promote positive collaboration, communication, feedback, and support to individuals involved in implementing strategy interventions from the Learning Strategies Curriculum of the Strategies Intervention Model. The instrument has been developed with the assumption that the teacher knows his/her instructional situation and student better than the casual observer and, therefore, must play a major role in interpreting student and teacher actions and interactions.

Components

GENERAL INFORMATION. The name of the teacher who is being provided support is placed on the NAME line. The name of the school district and school for this teacher is also provided. The date of the collaboration is recorded. A space has been provided for teachers to record the number of contacts that have been made to date. The CLASS TYPE is for the teacher to indicate the type of class in which strategy instruction is being provided (e.g., LD, EH, ED, BD, LD-English 10, Regular English 10). The COACH lines are for the names of those individuals who are providing support. Two spaces have been provided; there may be more or less than two individuals who act as coaches.

TOPIC. The TOPIC space is used for describing the nature of the activity that is being targeted for collaboration. The name of the strategy or the step being covered may be recorded here. The person who is providing support should have the appropriate strategy manual for the session.

INSTRUCTIONAL STEPS. The instructional steps used in the curricula of the Strategies Intervention Model are listed here. The person who is providing support should have the strategy manual turned to the appropriate instructional step for the session and refer to it throughout the observation. (N.B., V. Practice = Verbal Practice; C. Practice = Controlled Practice; A. Practice = Advanced Practice)

SUPPORT CATEGORIES. Three general support areas have been identified: Content, Delivery, and Methodology. Content refers to the description of concepts and information in the strategy. Delivery refers to the general presentation behaviors used, and Methodology refers to the observance of the components of strategies instruction presented in the manual.

CONTENT	***Accuracy.*** Are the key elements of the strategy presented/covered/explained correctly?
	Thoroughness. Are the elements of the strategy covered/presented/explained completely and in sufficient detail to promote understanding?
	Clarity. Are the elements of the strategy presented concisely and with sufficient examples to promote understanding?
DELIVERY	***Organizers.*** Are sufficient efforts made to use advance, lesson, and post-lesson organizational cues to facilitate understanding?
	Involvers. Are sufficient efforts made to gain student participation and interest through notetaking and attention prompts, questions, and rationales? ***Energizers.*** Are sufficient efforts made to promote learning excitement through adequate pacing and variety?
METHODOLOGY	***Interpretation.*** Is the intent of the instructional step accurately defined and portrayed to the student? (e.g., Is the Model a true model?)

Format. Is the strategy instructional methodology followed sufficiently so as to bring about the desired outcomes? (e.g., To what degree is the manual followed?)

CATEGORY COLUMNS. There are three columns under each of the eight specific category areas. This creates three boxes for each of eight instructional steps. The first box under each category is for support related to the beginning of the step, the second box is for the middle of the step, and the third box is for the end of the step.

Key. The types of information can be recorded in the support boxes. The KEY explains the codes that can be used. The codes are defined as follows.

1= Lookin' good - This notation indicates that everything appears good and comments related to specific ideas or questions are not necessary. Positive comments are appropriate here.

2= I've got ideas - This support notation indicates that the observer wants to share something. This sharing can be a spur of the moment idea, something that you tried and worked, or something that failed for you and you want the other person to avoid. In essence, this notation is used to begin discussion of creative ways to teach.

3= Tell me about this - This support notation indicates that you did not understand or follow a particular part of the presentation. The misunderstanding or confusion could be on the part of either the coach or the teacher being provided the support. This notation is used to prompt discussion which will clarify and teach.

COMMENTS. Comments may be written at the bottom or the side. Lines for relating comments to specific categories are provided at the bottom. Lines for relating comments to the nature of the instructional step are to be written at the side. Write on the back if necessary.

SUPPORT. The SUPPORT section is used for targeting other types of support. A coach could jot down names of people or materials that might be helpful. The date for the next collaboration session may be noted here. This section should be adapted to suit your team's needs.

IMPLEMENTATION

Upon entering the classroom setting, the observer finds out what aspect of strategy instruction will be covered during the observation period and writes this information and other general information about the class on the form. The observer then circles the step in which the class is involved and, when the lesson/activity begins, marks the appropriate columns. Marks for the first part of the lesson/activity are noted in the first box across each of the categories, marks for the central part of the lesson/activity are noted in the middle box across all categories, and marks for the closing of the lesson/activity are noted in the last box across all the categories. The determination of beginning, middle, and ending segments of a lesson/activity is up to the observer. As marks are made, comments are placed at the side and at the bottom of the form. Later, the observer meets with the teacher. The teacher should begin the meeting by sharing his/her insights into how the class went. The observer should then share his/her perspectives on the lesson and invite the teacher to observe her/him (the observer) at another time.

STRATEGY IMPLEMENTATION COLLABORATION: OBSERVATION FORM

NAME:_____ DATE:_____ CONTACT #_____

SCHOOL DISTRICT:_____ SCHOOL:_____ CLASS TYPE:_____

COACH #1:_____ COACH #2:_____

TOPIC

KEY
1 = Lookin good
2 = I've got ideas
3 = Tell me about this

		CONTENT			DELIVERY			METHODOLOGY		COMMENTS
		Accuracy	Thorough-ness	Clarity	Organiz-ers	Involvers	Energiz-ers	Interpre-tation	Format	
INSTRUCTIONAL STEPS	Pretest									
	Describe									
	Model									
	V.-Practice									
	C.-Practice									
	A.-Practice									
	Posttest									
	Generalization									
COMMENTS										SUPPORT:

Lenz 1986

TEACHER OBSERVATION AND IMPLEMENTATION EVALUATION

UNIVERSITY OF KANSAS
INSTITUTE FOR RESEARCH IN LEARNING DISABILITIES

This is a general evaluation form to complete when observing teachers or teacher trainees who are implementing one or more strategies. Please complete the information below.

Name_____

Institution _____

1. In what setting(s) did you observe teachers or teacher trainees implementing a strategy? (e.g., regular classroom, resource room, clinical setting, etc.) _____

2. Approximately how many hours were spent observing students in the setting(s) named above? _____

3. Which strategies did you observe the teachers or teacher trainees implementing?

4. Describe any instructional difficulties that teachers or teacher trainees experienced within strategy steps during implementation (e.g., scoring, modeling, describing, etc.).

5. Describe barriers to implementation relating to materials that teachers or teacher trainees have experienced (e.g., tape recorder, advanced practice materials, books, etc.).

6. Describe any other barriers that hindered teachers' or teacher trainees' implementation (e.g., scheduling time, lack of mainstream teacher support, etc.). _____

7. How would you describe the teachers' or teacher trainees' satisfaction with strategy implementation? _____

8. Please describe any modifications you would make in helping teachers or teacher trainees implement strategies. _____

9. Comments and suggestions: _____

IMPLEMENTING STRATEGIES INSTRUCTION CRITICAL TEACHING BEHAVIORS

NAME _____ DATE _____

STRATEGY _____ STAGE _____

OBSERVER _____

GENERAL TEACHING BEHAVIORS

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

	Obs.	Nobs.	Comments
1. Uses advance organizers			
a. gains students' attention			
b. reviews previous learning			
c. personalizes the strategy			
d. explains the learning goal			
e. connects goal with past learning			
f. states expectations			

2. Maintains lively instructional pace		

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION CRITICAL TEACHING BEHAVIORS

GENERAL TEACHING BEHAVIORS, cont.

3. Adjusts teaching to maintain 80% success rate
   a. proceeds in appropriate-sized learning steps
   b. regularly checks for understanding
   c. simplifies statement of question to student, as needed
   d. provides immediate correction for individual or group error
   e. helps student arrive at correct answer by leading, when appropriate.
   f. states expectations

Obs.	Nobs.	Comments

4. Keeps students actively engaged
   a. calls upon non-volunteers
   b. asks sufficient no. of questions
   c. eliminates off-task distractions
   d. checks for understanding

Obs.	Nobs.

5. Interacts respectfully with students
   a. uses students' names
   b. uses enthusiasm and humor
   c. communicates positive expectations
   d. checks for understanding for student learning & progress

Obs.	Nobs.

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION CRITICAL TEACHING BEHAVIORS

GENERAL TEACHING BEHAVIORS, cont.

6. Provides feedback
   a. uses specific descriptive praise for correct responses
   b. uses specific descriptive corrective feedback for incorrect responses
   c. models/reteaches as necessary

Obs.	Nobs.	Comments

7. Forecasts generalization throughout
   a. uses diverse & sufficient examples
   b. varies stimulus materials
   c. provides and elicits rationales for use of the strategy
   d. uses intermittent reinforcement

Obs.	Nobs.

8. Gives post organizer
   a. reviews the content
   b. personalizes the strategy
   c. gives direction
   d. states expectations
   e. cues progress checks

Obs.	Nobs.

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION CRITICAL TEACHING BEHAVIORS

NAME _____ DATE _____

STRATEGY _____ OBSERVER _____

STAGE 2: DESCRIBE

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

	Obs.	Nobs.	Comments
1. Uses advance organizers			
a. gains students' attention			
b. reviews previous learning			
c. personalizes the strategy			
d. explains the learning goal			
e. connects goal with past learning			
f. states expectations			

2. Defines the strategy		

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION CRITICAL TEACHING BEHAVIORS

STAGE 2: DESCRIBE, cont.

3. Discusses rationales for using the strategy
   a. asks questions to elicit rationales for how the strategy will be helpful to the student(s)

Obs.	Nobs.	Comments

4. Gives general characteristics of situations where strategy can be used
   a. gives examples with those relevant characteristics
   b. asks questions to elicit specific situations where strategy can be used

Obs.	Nobs.

5. Provides information on types of results students can expect and the time and effort required
   a. communicates expectation that students can achieve similar results

Obs.	Nobs.

6. Sets goals
   a. Students verbalize and write goal

Obs.	Nobs.

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION
CRITICAL TEACHING BEHAVIORS

STAGE 2: DESCRIBE, cont.

	Obs.	Nobs.	Comments
7. Describes the steps of the strategy			
a. describes the physical behaviors and mental cues associated with each strategy step			
b. asks questions to assure understanding of strategy steps			
c. gives/elicits rationales for including each step			
d. uses many varied and specific examples			
e. cues student(s) to take notes/make cue cards			
f. states expectations			
8. Presents criteria for appropriate use of the strategy			
9. Avoids digressions			
a. stays with a topic, using repetition			
b. maintains students' attention			

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION
CRITICAL TEACHING BEHAVIORS

STAGE 2: DESCRIBE, cont.

	Obs.	Nobs.	Comments
10 Gives post organizer			
a. reviews the content			
b. personalizes the strategy			
c. gives direction			
d. states expectations			
e. cues progress checks			

11 Makes all necessary materials available		

12 Divides Describe stage into lessons of appropriate length related to content and student needs		
a. gives post organizer at the end of each lesson		
b. reviews previous learning related to strategy at beginning of each lesson		

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

IMPLEMENTING STRATEGIES INSTRUCTION
CRITICAL TEACHING BEHAVIORS

NAME _____ DATE _____

STRATEGY _____ OBSERVER _____

STAGE 3: MODEL

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

	Obs.	Nobs.	Comments
1 Gives advance organizer			
a. gains student attention			
b. reviews the previous learning			
c. personalizes the strategy			
d. defines the content			
e. states expectations			

2 Presents model of strategy from start to finish		
a. "thinks" aloud		
b. carries out self-instruction		
c. "guides" self through strategy by verbalizing appropriate questions		
d. performs the physical behaviors involved in the strategy		
e. verbalizes problem-solving		
f. verbalizes self-monitoring		
g. performs model of all steps		

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

STAGE 3: MODEL, cont.

	Obs.	Nobs.	Comments
3. Enlists student involvement in demonstration after providing complete model			
a. asks students to perform a certain part of the strategy			
b. checks students' understanding by questioning about what they observed			
c. asks students to identify the next step to be performed			
d. involves all students			
e. provides assistance, cues, or prompts to students as needed			
f. corrects and expands responses			
g. engineers success			
4. Gives post organizer			
a. reviews the model			
b. personalizes the strategy			
c. gives direction			
d. states expectations			
e. cues progress checks			
5. Makes all necessary materials available			

Key to observation code: 1 = well done; 2 = good job; 3 = let's talk about this

NOTE: This ends the Evaluating Implementation section.

REPLACE this page with the first section divider entitled Background Research.

INSERT the section content pages for BACKGROUND RESEARCH.

The University of Kansas
Center for Research on Learning

The Strategies Intervention Model

Searching, Solving, Soaring. . . . .

TRAINING THE PARAPHRASING STRATEGY: RESEARCH

Research Summary

Background on the research study:

This research study was one of the first studies completed on a learning strategy through KU-IRLD auspices. It was conducted by a research assistant who worked with students in their resource room daily.

Rationale:

Descriptive research on the demands of secondary school settings indicates that a frequent requirement in mainstream classes is to read, understand, and remember information from textbooks. At the high school level, these textbooks are written at reading levels ranging from the 10th to 17th grade levels. Since the average LD student and low-achiever reaches high school reading at the fourth grade level, there is a significant performance gap between what these students can read and understand and what they are required to read and understand.

In addition, LD students tend to be passive readers; they tend to not interact with information as they read it. When they are taught a strategy to identify multisyllabic words, their reading comprehension scores increase, but in some cases reading comprehension does not reach or hovers around the passing level. Thus, it appears that students need to learn strategies that will enable them to comprehend and remember information from their mainstream textbooks at acceptable levels.

Purpose of the study:

The purpose of the study was to evaluate the effects of teaching students a strategy for paraphrasing the information they read on the students' comprehension and retention of written materials.

Subjects

- 6 LD students (3 males, 3 females)
- Age range: 15 yrs. to 17 yrs.
- Grades: 10, 11, 12

- Reading scores range: 3.8-7.7 grade level (WJPB)*
- IQ scores range: 92-104 (WISC-R)

Setting/Instructional Environment

- High school resource room
- Small group instruction
- LD certified research assistant provided instruction
- 30-50 min. instructional sessions

Measures

Paraphrasing score. Students received one point for a main idea paraphrase and one point for each of two detail paraphrases for a total of three points per paragraph. Since each reading passage had five paragraphs, a total of 15 points were available for paraphrasing each passage. The measure was the percentage of paraphrasing points earned by the student on a given passage.

Comprehension score. The measure was the percentage of questions the student answered correctly over two types of passages:

- passages written at the student's ability level
- passages written at the student's grade level

Comprehension tests were administered one day after the passage was read.

Procedures

Procedures were the same as those described in the Instructor's Manual for Steps 1-5 and 7. For the most part, grade-appropriate (advanced) practice did not take place.

Results

Before training, the students' comprehension scores on ability-level materials averaged 52% and on grade-level materials averaged 48%. On final posttests, their comprehension scores on ability-level materials averaged 86% and on grade-level materials averaged 84%. During training, students required an average of 4 trials in order to bring their comprehension levels up to the 80% level. Also during training, the number of points earned on paraphrasing increased proportionately with the students' comprehension scores; the more paraphrasing a student did, the higher was his comprehension score. NOTE: The figure and graph showing these results are located on Overheads #4 and #5.

* Woodcock Johnson Psychoeducational Battery

NOTE: This ends the Background Research section.

REPLACE this page with the first section divider entitled Activities and Handouts.

INSERT the section content pages for ACTIVITIES AND HANDOUTS.

The University of Kansas
Institute for Research in Learning Disabilities

The Strategies Intervention Model

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TRAINING THE PARAPHRASING STRATEGY: TRAINING ACTIVITIES AND SESSION HANDOUTS

Training activities can enhance a presentation and determine the degree to which participants are actively involved in learning. Research in staff development has indicated that higher levels of learning occur when individuals have opportunities to interact in a variety of modes as concepts are being taught. Activities can also add variety and fun to a training session. Learning need not occur solely through the use of a lecture format.

As a trainer, it is also important to provide participants with opportunities to interact with the learning materials. By providing handouts with key information already outlined, participants will leave the session with important points that you want conveyed, and they will be in a form to which participants can refer later. Participants generally appreciate being given handouts for their files.

There are two sets of the training activities and session handout materials included in this section. The first set of materials is designed to be used as a working copy on which you can write. The second set of materials, labeled as "masters," is for duplication and distribution to training participants.

Use the materials on the following pages to assist you when training the *Paraphrasing Strategy.*

PARAPHRASING STRATEGY: SCORING ACTIVITY

Purpose: To have workshop participants practice scoring a "student's" paraphrases cooperatively.

Activity directions:

1. Divide the workshop participants into groups of 3.
2. Distribute file folders.

Materials needed for each team for team of 3 persons:

1. 1 file folder
2. 3 envelopes (5 X 7 or 9 X 12)
3. 3 copies of "Mix It Up" (on colored paper)
4. 1 copy of the transcript for "Mix It Up" (on white paper)
5. 3 copies of "Small But Mighty" (on colored paper)
6. 1 copy of the transcript for "Small But Mighty" (on white paper
7. 3 copies of "Satisfaction Guaranteed" (on colored paper)
8. 1 copy of the transcript for "Satisfaction Guaranteed" (on white paper)
9. 6 copies of the Paraphrase Score Sheet
10. 1 copy of Paraphrasing Strategy Scoring Activity Directions

Assemble materials as follows:

In a file folder, place the Paraphrasing Strategy: Scoring Activity Directions and three envelopes. Each envelope should contain three copies of a reading passage, one copy of the transcript of that passage, and two copies of the Paraphrase Score Sheet. For example, Envelope #1 will contain three copies of "Mix It Up," one copy of the transcript for "Mix It Up, and two Paraphrase Score Sheets; Envelope #2 will contain three copies of "Small But Mighty, one copy of the transcript for "Small But Mighty," and two Paraphrase Score Sheets.

NOTE: Answer Keys are located on pages 4, 5, and 6 of this section

Developed by Fred Reekie, Prince Albert, Saskatchewan

PARAPHRASING STRATEGY: SCORING ACTIVITY

DIRECTIONS

1. You should be in a group of three.
2. There should be three envelopes in your file folder.
3. Open one envelope and distribute the papers to the group members.
4. Each group member should have one colored sheet of paper. One person should also have a white sheet.
5. The person with the white sheet of paper is the "student."
6. The two people with the colored sheets are the "teachers."
7. All three group members are to read the first paragraph silently.
8. When everyone is finished reading the first paragraph, the student is to read from the white sheet the paraphrased main idea and detail statements (one at a time to allow time for scoring) for that paragraph. The teachers are to listen to the student and mark the Paraphrasing Strategy Score Sheet independently and then compare scores. When there is disagreement, work together as a group of three to arrive at consensus regarding the score.
9. When you are finished with the first paragraph, go on to the second paragraph, and repeat the procedure.
10. Ask your workshop leader if you require assistance.
11. When you have finished a selection, go on to the next envelope, designating a different person to receive the white sheet and therefore be the student.

Developed by Fred Reekie, Prince Albert, Saskatchewan

Key for "Small But Mighty"

	MI	D	
P 1	0		This paragraph is about wood decay.
		0	It lives in wood.
		0	It's about stopping decay.
P 2		0	It's important to keep wood dry.
	1		Wood can get wet lots of ways.
		1	If the soil is wet, it can make the house wet.
		0	If the plumbing leaks.
P 3		0	Heavy rains always make wood decay.
P 4	0		If you know wood will get wet, it can be protected.
		1	You can put on preservatives under pressure.
		1	There are chemical treatments for different kinds of woods.
		0	I hate smelly chemicals.
P 5	1		This paragraph talks about how mold and stain fungi can do damage.
		1	The stain fungi make wood dark.
		1	Mold and fungi cause decay because of wetness.
		0	When it gets wet it causes decay.

Key for "Satisfaction Guaranteed"

	MI	D	
P 1	0		This paragraph is about finding a lawyer.
		1	You should take your time.
P 2	1		This is about methods for finding a lawyer.
		1	You can ask others.
		1	You have to be sure to find a lawyer who matches your problem.
		0	Lawyers are crooks.
P 3	1		This paragraph is about checking services for a good lawyer
		1	Look in telephone book for the referral service of the local Bar Association.
	0		You have to check these services.
		1	Once you find a lawyer you need to interview him.
P 4	0		The county court house is a place.
		1	Call the President of the local Bar Association,
		1	and he can tell you about an attorney that can match your needs.
P 5		1	You can check for a legal aid society.
		1	or you can look in telephone book for a group of lawyers that give free advice.

Key for "Mix it Up"

	MI	D	
P 1	1		This is about how electric mixers can help you.
		1	It can stir and mash.
		1	There are different kinds of them.
P 2	0		My Mom has a portable mixer.
		0	Mixers don't need much electricity.
		1	Portable ones don't take up much room.
		0	They stir thick batters.
P 3	1		The stand mixer is for bigger mixing jobs.
		1	and it's bigger.
		1	They have a turn table that moves the bowl around.
		1	They use more electricity than portables.
P 4	1		The convertible mixer is more convenient.
		0	It's different.
		0	I don't get it.
P 5	1		Mixer controls have important jobs on all mixers.
		1	You can go hi, medium or lo.
	0		Some have extra attachments or parts that you can buy.
		0	Stuff for mixing dough.
		1	You may have to buy them extra.

STRATEGIES INTERVENTION MODEL

TRAINING SESSION HANDOUTS FOR PARAPHARSING STRATEGY

STRATEGIES INTERVENTION MODEL TRAINING

SPECIFIC STRATEGY: PARAPHRASING

PURPOSE: To explain, demonstrate, and practice the Paraphrasing Strategy.

OBJECTIVES: Following this session, you will be able to:

1. Explain the Paraphrasing Strategy.
2. Describe and model the Paraphrasing Strategy.
3. Score student paraphrases.
4. Implement the Paraphrasing Strategy.

OUTLINE:

Advance Organizer

I. Paraphrasing Strategy Overview

II. Materials and Organization

III. Step-by-Step Run Through the Paraphrasing Strategy

IV Scoring Practice

V. Role Play Practice

VI. Incorporation into IEP's

Critical Features of the Paraphrasing Strategy Intervention

	Cognitive Elements	Behavioral Elements
Design of the strategy	At least two key cognitive strategies are cued by the steps to enable the reader to elaborate, organize and translate the material: • self-questioning • paraphrasing	Steps of the strategy provide specificity for needed reading behaviors. Performance outcomes are observable The strategy is designed to address specific setting demands.
Design of the strategy instruction	Key information related to the metacognitive domain is (how/when/where/why/why not, etc.) addressed throughout. Self instructional processes are modeled Self regulation of cognitive strategies are modeled. Self monitoring is modeled. Students verbally elaborate and memorize steps to facilitate self instruction of the steps. Feedback gradually becomes student mediated. Attribution retaining constantly occurs. Goal setting activities are an integral component.	Students receive direct explanation in the use of the strategy. Students participate in activities that allow initially for prompted (guided) practice and gradually change to unprompted (independent) practice. Students initially receive teacher-directed feedback on specific behaviors related to correctly performing the strategy. *Paraphrase must. . . . .* * contain a complete thought * be totally accurate * have new information * make sense * contain useful information * be in the student's own words * contain only one general statement per paragraph Specific criteria for mastery are used; students are made aware of criteria Students plot own progress on charts.

MODEL PASSAGE

WANDERING IN THE WILDS[1]

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 to 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 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 is wet. Hikers in swamps and bogs prefer the shoepac 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 proved best for hiking. A wise hiker always brings an extra pair of laces.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed readings, Book 1. Providence, R. I.: Jamestown Publishers.

PARAPHRASING STRATEGY

PARAPHRASE	Score	Reason
1. This is about backpacking.		
This is about hiking.		
You won't have running water when you hike.		
They have no tables.		
You'll be on your own.		
2. This paragraph is about places to hike to.		
You can hike to see a mountain. . .		
. . . and you can hike to see a stream.		
You can hike to see a sunset.		
3. This paragraph talks about how to travel light.		
Like you can cut off your toothbrush handle.		
Or put in plastic.		
4. Sneakers are the very best shoes to wear when you are hiking.		
Shoes made out of leather are soft.		
Leather can be waterproofed.		
When shoes are waterproof, snow and rain can't sink in.		
6. This is about hiking boots.		
I have cowboy boots.		
Hiking boots need to be broken in.		
Hiking boots are important.		

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			

$$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\quad}{\quad} = \quad \%$$

SMALL BUT MIGHTY[1]

Wood decay is caused by small plants called fungi. These plants cannot live on wood that has a moisture content of less than about 30 percent. The wood in most well-built homes is safe because the moisture content is rarely above 15 percent. The way to stop decay is simple. Keep wood dry.

Keeping wood dry is not always that easy to do. The outside walls of a house are open to rain that blows against them. Soil carries water. It can wet any wood that touches it. Also, if there are plumbing leaks in your home, the inside wood can get wet.

Wood must be kept dry at all times because wood soaks up water and holds it for a long time. From time to time heavy rains can supply enough water for decay to begin.

If you know that wood will become wet, it can be protected. Wood can be treated with preservatives. For long term safety, the preservative should be put on under pressure. If the wood comes in touch with the ground, only pressure treatment will do the job. Some pieces of wood that only get wet from time to time can be treated to stop decay by brushing on a preservative. The correct chemical to use for treatment depends upon what the wood is used for. Some chemicals give off a terrible smell. These are not good for use indoors. Others cause paint to peel. You should mention what the wood is used for when you buy the preservative.

Mold and stain fungi can attack wood. Molds grow mainly on the surface but may get inside the outer sapwood. The dark color caused by mold on wood can be removed by light sanding. Stain fungi go beyond the outer layers and causes a dark color that cannot be removed. Both molds and stain feed on wood. By themselves, they do not decay or weaken the wood. But, they do increase the wood's ability to take on and hold moisture. Thus, they increase the possibility of future decay. If you see signs of mold and stain fungi, you may have a problem.

Wood decays slowly at temperatures below 40^{o} F. So, decay is more rapid in the South than in the North. Decay is also more rapid in humid than in dry regions even the plants which cause decay are present everywhere throughout the United States.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed readings. Book 1. Providence, R. I.: Jamestown Publishers

Transcript for "Small But Mighty"

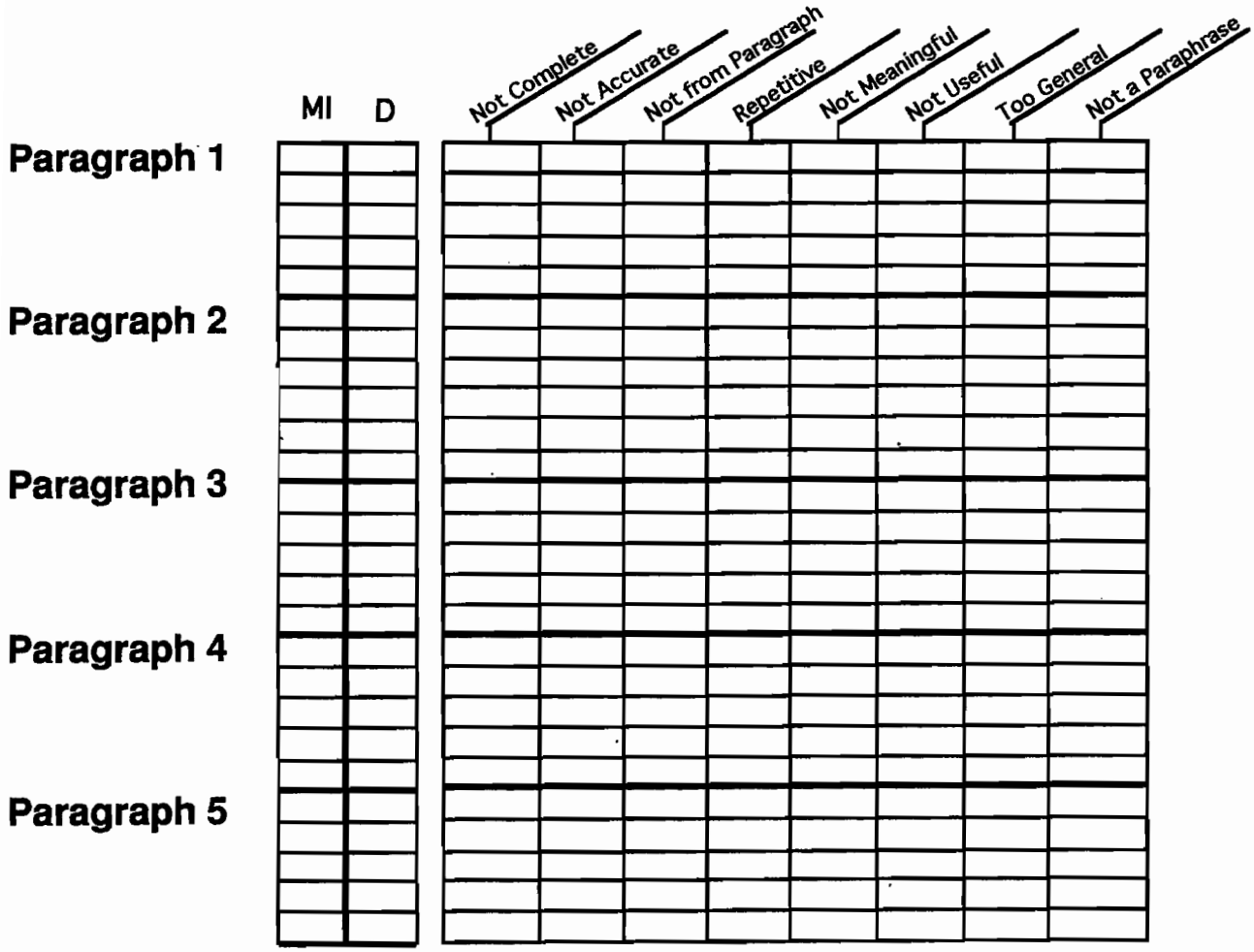
	MI	D	
P 1			This paragraph is about wood decay.
			It lives in wood.
			It's about stopping decay.
P 2			It's important to keep wood dry.
			Wood can get wet lots of ways.
			If the soil is wet, it can make the house wet.
			If the plumbing leaks.
P 3			Heavy rains always make wood decay.
P 4			If you know wood will get wet, it can be protected.
			You can put on preservatives under pressure.
			There are chemical treatments for different kinds of woods.
			I hate smelly chemicals.
P 5			This paragraph talks about how mold and stain fungi can do damage.
			The stain fungi make wood dark.
			Mold and fungi cause decay because of wetness.
			When it gets wet it causes decay.

PARAPHRASE SCORE SHEET

Student Name: _____ Date: _____

Pretest: _____ Posttest: _____ Practice #: _____ Maint. Probe #: _____

Passage: _____ Notes



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			

$$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\quad}{\quad} = \quad \%$$

SATISFACTION GUARANTEED[1]

It may take some time and effort to find the lawyer who will be right for you. It is wise to search for a family lawyer who can advise you about things before they happen. This way you can take your time. If you wait until you are in a jam, you may have to make a mad dash to find someone to represent you. You may not make the best choice if you are under pressure. Time spent selecting a lawyer is time well spent. The satisfaction you get from having made the right choice will make the search time all worth while.

One way to find a lawyer is to look for a satisfied client. Talk to your family and friends. See if they have used a lawyer whose services pleased them. Find out, too, what sort of matter the lawyer handled for them. Lawyers tend to specialize in a certain branch of the law. A lawyer may not want to handle a matter outside of his specialty.

Check to see if there is a lawyer referral service where you live. Such a service is often sponsored by the local bar association. If there is one, you will find it listed in the phone book. When you call, the service will give you the name of an attorney. Have a first interview with him for a stated fee. It should be a modest fee. At that meeting you will find out if you need further legal aid.

There may not be a referral service where you live. But there should be a local bar association. If so, you should find it listed in the phone book. Or you can ask at the county courthouse. Someone there will know the name of the president of the bar association and his address. You can then ask him for the name of a good lawyer. Make it clear that you are asking him as president of the bar association for his opinion. Tell him the kind of service you are seeking.

If you are poor and can't afford to pay a fee, you can get help. There may be a legal aid society where you live. Or there may be a group of lawyers who give free legal advice in certain cases. You can find out by looking in the phone book or by asking at the courthouse.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed readings, Book 1. Providence, R.I.: Jamestown Publishers

Transcript for "Satisfaction Guaranteed"

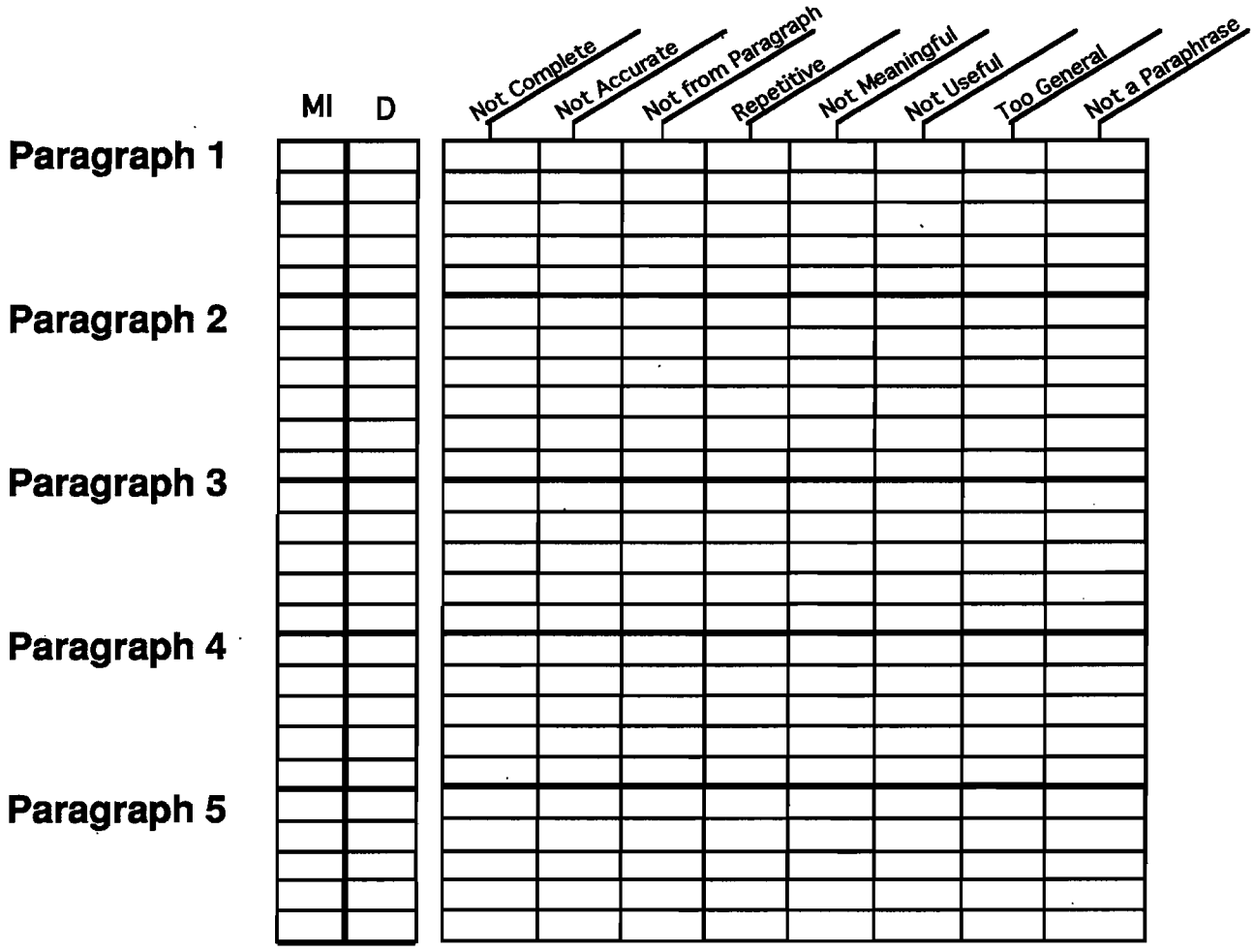
	MI	D	
P 1			This paragraph is about finding a lawyer. You should take your time.
P 2			This is about methods for finding a lawyer. You can ask others. You have to be sure to find a lawyer who matches your problem. Lawyers are crooks.
P 3			This paragraph is about checking services for a good lawyer Look in telephone book for the referral service of the local Bar Association. You have to check these services. Once you find a lawyer you need to interview him.
P 4			The county court house is a place. Call the President of the local Bar Association, and he can tell you about an attorney that can match your needs.
P 5			You can check for a legal aid society. or you can look in telephone book for a group of lawyers that give free advice.

PARAPHRASE SCORE SHEET

Student Name: _____ Date: _____

Pretest: _____ Posttest: _____ Practice #: _____ Maint. Probe #: _____

Passage: _____ Notes



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			

$$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\square}{\square} = \square\ \%$$

MIX IT UP[1]

A mixer in the kitchen can speedup your work. It can make your work easier. This wonderful invention can stir sauces and gravies. A mixer can mash potatoes. It can cream sugar and shortening. And, of course, a mixer can mix batters. Mixers come in three styles: portable, stand and convertible.

The portable mixer is held in your hand. You direct the pair of beaters around a pan or bowl. This type of mixer has a light-duty electric motor. It uses from 100 to 150 watts of current. It is mainly used to stir thin batters. Models with higher wattage can stir thicker mixtures. A portable mixer can be used to make packaged cakes, puddings, and gelatin. It is useful for whipping cream and beating eggs. And, it is easy to store. It can be kept in a drawer or hung on a wall.

Unlike the portable mixer, the stand mixer has a rather heavy frame with the mixer head at the top. There is a wide base big enough for large bowls or a bowl turntable. To make sure that things get mixed properly, the beaters usually turn the bowl and turntable as they mix. Some stand mixers use from 200 to 400 watts of electricity. Those with high ratings can mix thick batters and mix bread dough. Because of their size and weight, stand mixers are usually left in place on a kitchen counter.

The convertible mixer is similar to the stand type mixer except that the head can be removed for portable use or storage. Heads of heavy-duty models, however, may be tiring to hold.

On all mixers, speed control switches or dials should be well located. They should be easy to read. They should have an "off" setting for safety. Some mixer controls only have settings for high, medium, or low speeds. Other mixers have speed controls that have a better range.

Some mixers have extra attachments or parts you can buy. For instance, bowl sets, plastic beaters for non-stick pans and hooks for mixing dough are all extras. You can get wire whisk beaters for whipping and flat beaters for creaming. Some of these things may be added at no extra cost when you buy your mixer. Other attachments may have to be bought separately.

Almost all attachments have one thing in common---they make kitchen work a little easier.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed readings, Book 1. Providence, R. I.: Jamestown Publishers.

Transcript for "Mix it Up"

	MI	D	
P 1			This is about how electric mixers can help you.
			It can stir and mash.
			There are different kinds of them.
P 2			My Mom has a portable mixer.
			Mixers don't need much electricity.
			Portable ones don't take up much room.
			They stir thick batters.
P 3			The stand mixer is for bigger mixing jobs.
			and it's bigger.
			They have a turn table that moves the bowl around.
			They use more electricity than portables.
P 4			The convertible mixer is more convenient.
			It's different.
			I don't get it.
P 5			Mixer controls have important jobs on all mixers.
			You can go hi, medium or lo.
			Some have extra attachments or parts that you can buy.
			Stuff for mixing dough.
			You may have to buy them extra.

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			

$$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\quad}{\quad} = \quad \%$$

NOTE: This ends the Activities and Handouts section.

REPLACE this page with the first section divider entitled Training Sequence.

INSERT the section content pages for Training Sequence.

The University of Kansas
Institute for Research in Learning Disabilities

The Strategies Intervention Model

Searching, Solving, Soaring. . . . .

TRAINING THE PARAPHRASING STRATEGY: OVERHEAD TRAINING SEQUENCE

The use of advance organizers, clear goals, and objectives make any presentation easier for participants to follow. This section has been organized to provide the trainer with a suggested sequence for the use of overhead transparencies that will facilitate an orderly presentation of the *Paraphrasing Strategy*. Overhead transparencies provide the trainer with visual cues as to the key points that need to be conveyed. From a learning standpoint, the use of overheads assists participants in visually organizing the oral presentation.

There are two sets of overhead transparency masters included in this section. The first set of overhead transparency masters is designed to be used as a working copy on which you can write. The second set of overhead transparency masters is for duplication to create transparencies for use in your presentation.

Use the overheads and suggested sequence on the following pages to assist you when training the *Paraphrasing Strategy.*

PARAPHRASING OVERHEADS (RAP)

O# 1: Paraphrasing Strategy Overview
O# 1a: Anatomy of the Paraphrasing Strategy Intervention
O# 1b: Overlay for #1a
O# 1c: Overlay for #1a and #1b
O# 1d: Combination of #1a, #1b, and #1c
O# 1e: Critical Features: Cognitive Elements
O# 1f: Critical Features: Behavioral Elements
O# 2: Rationales behind the Paraphrasing Steps
O# 3: Learning Strategies Curriculum
O# 4: Paraphrasing Strategy Results
O# 5: Paraphrasing Graph
O# 6: Instructor's Manual Contents
O# 7: Instructional Steps Organization
O# 8: Student Folder Contents
O# 9: Paraphrasing Management Chart
O#10: Paraphrasing Progress Chart

O#11: Cue Card #1
O#12: Cue Card #2
O#13: Cue Card #3
O#14: "Wandering in the Wilds" (model passage)
O#15: Verbal Rehearsal Checklist
O#16: "Small But Mighty"
O#16a: Transcript for "Small But Mighty"
O#17: "Satisfaction Guaranteed"
O#17a: Transcript for "Satisfaction Guaranteed"
O#18: "Mix It Up"
O#18a: Transcript for "Mix It Up"
O#19: Paraphrasing Score Sheet
O#20: Answer Key for "Small But Mighty"
O#21 Answer Key for "Satisfaction Guaranteed"
O#22 Answer Key for "Mix It Up"

Other equipment and materials

Suggested materials for passages
Tape recorder and taped responses
Overhead projector and screen
Overhead pens
Wet paper towels (or 3 extra copies of Score Sheet)
Example Student Folder

Other transparencies useful: Acquisition Stages (SIM OH D4)
Generalization Stages (SIM D5)
Strategies Intervention Model (SIM OH F1)

PARAPHRASING STRATEGY OVERVIEW

Pertinent setting demands

Reading, understanding, and remembering written information.

Purpose of this strategy

To make the student active in the reading process by requiring the student to search out and state the main ideas and details of each paragraph.

Steps of the strategy

Step 1: Read a paragraph
Step 2: Ask what are the main idea and details
Step 3: Put the main idea and at least two details into your own words

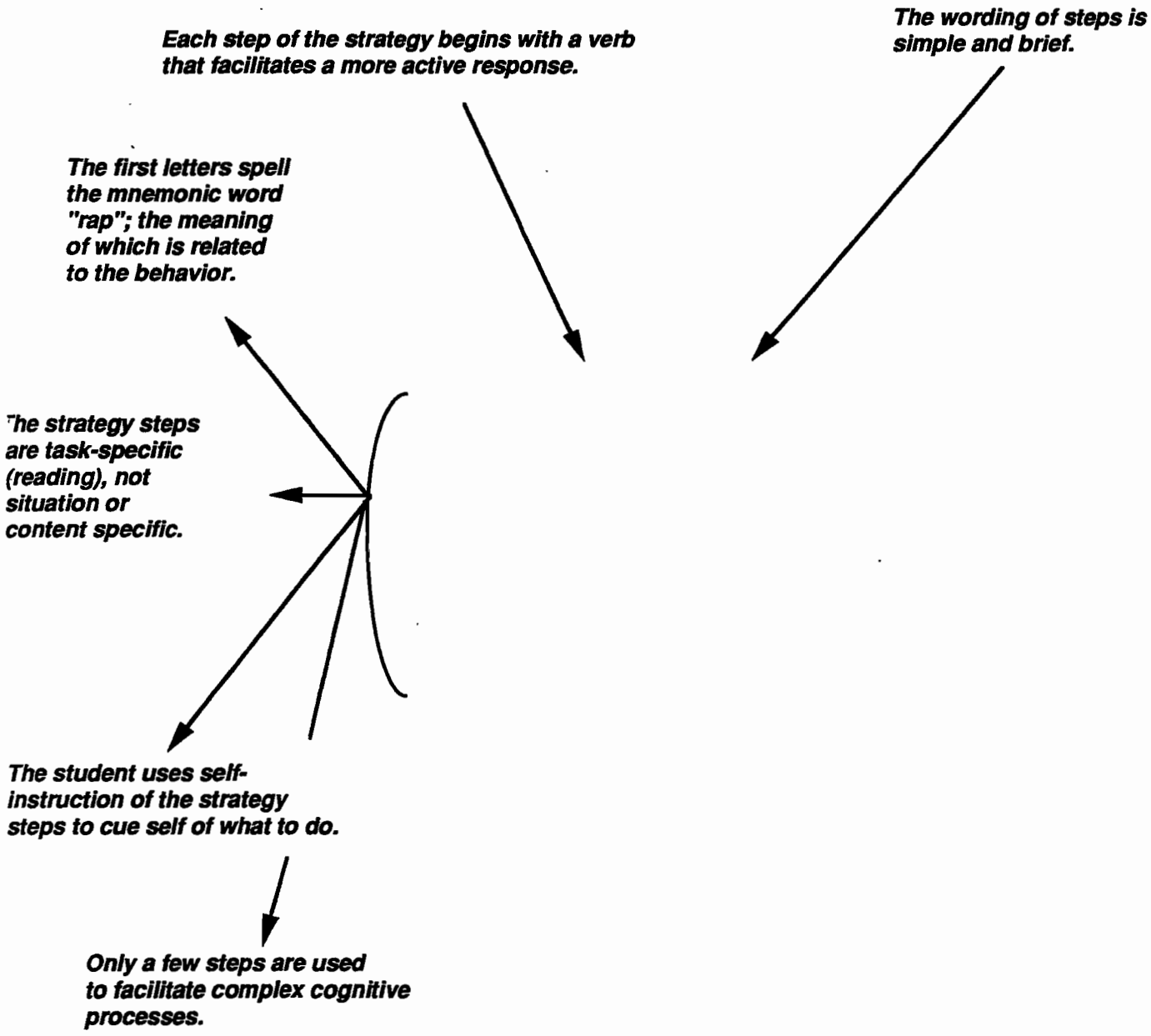
Anatomy of the Paraphrasing Strategy

R = Read a paragraph

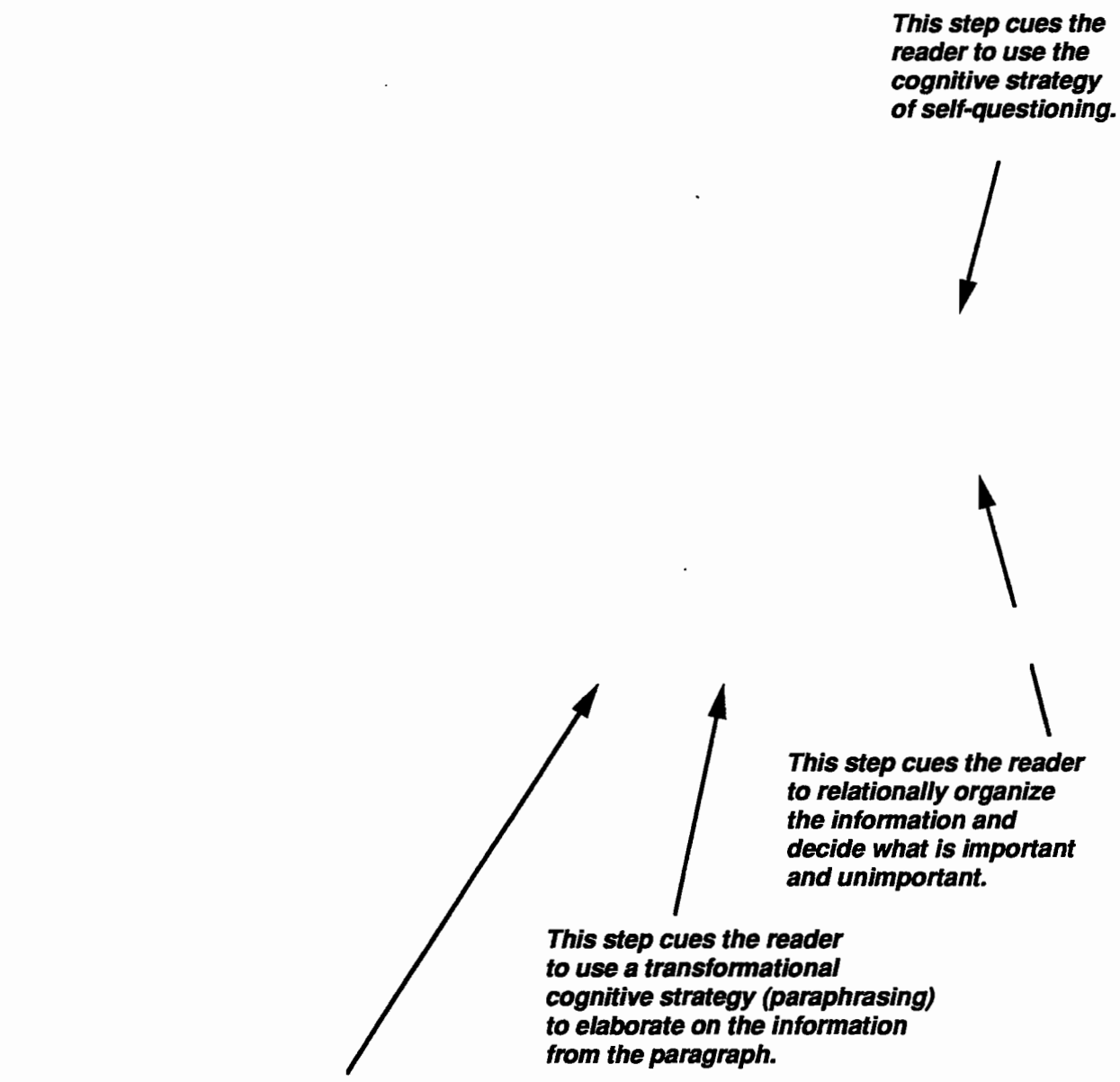
A = Ask yourself, "What were the main ideas and details in this paragraph?"

P = Put the main idea and details into your own words

Anatomy of the Paraphrasing Strategy



Anatomy of the Paraphrasing Strategy



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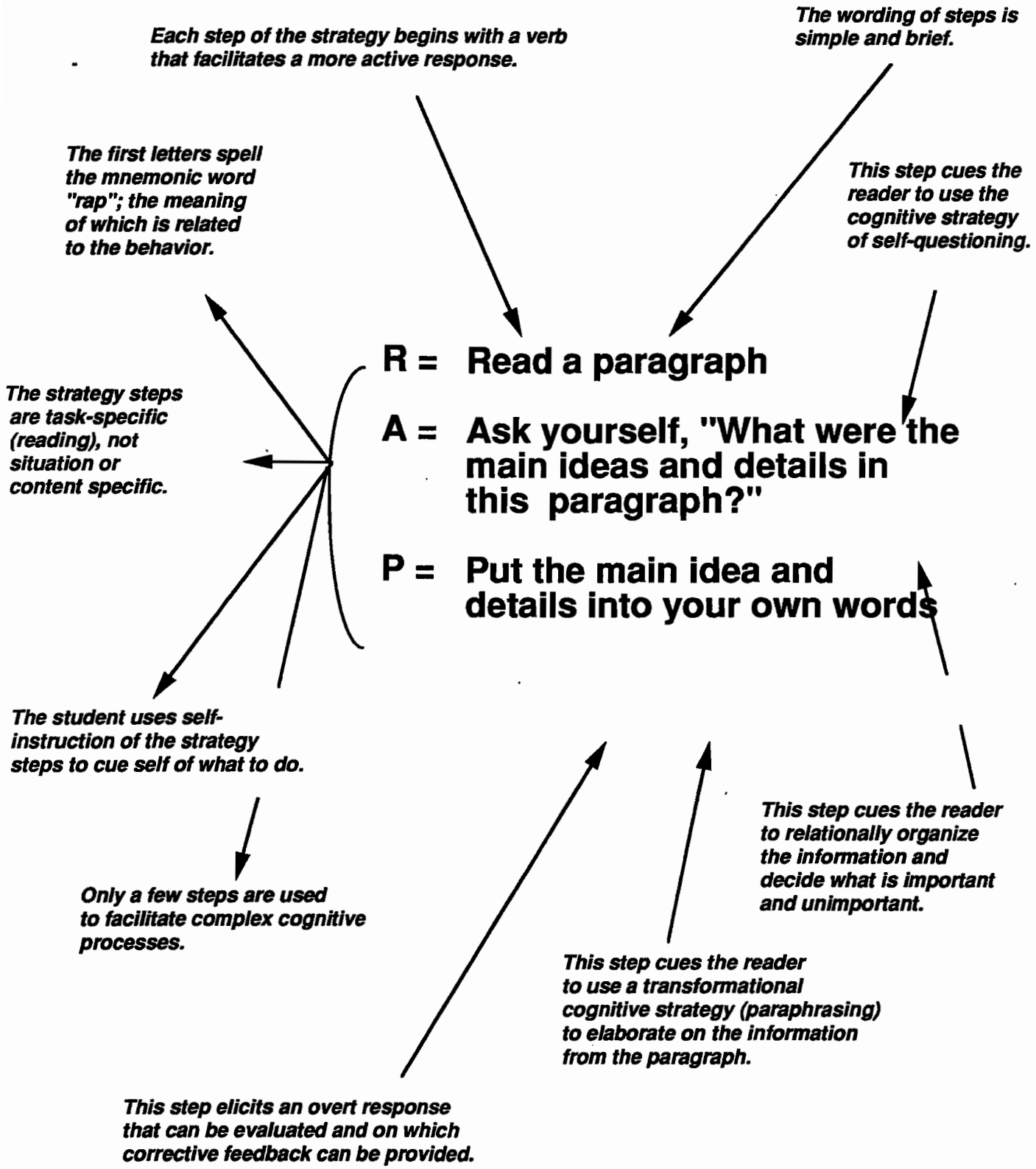


Critical Features of the Paraphrasing Strategy Intervention

	Cognitive Elements
Design of the strategy	two key cognitive strategies cued: self-questioning, paraphrasing
Design of the strategy instruction	key metacognitive information addressed self-instructional processes modeled self-regulation of cognitive strategies modeled. self monitoring modeled. students verbally elaborate and memorize steps feedback becomes student mediated. attribution retaining occurs. goal setting activities included

Critical Features of the Paraphrasing Strategy Intervention

	Behavioral Elements
Design of the strategy	provide specificity for needed reading behaviors. Performance outcomes observable specific setting demands addressed
Design of the strategy instruction	direct explanation in use of the strategy. prompted (guided) practice gradually changes to unprompted (independent) practice. initial teacher-directed feedback on specific behaviors relates to correctly performing the strategy. specific mastery criteria used; students made aware of criteria students plot own progress

RATIONALES BEHIND THE PARAPHRASING STEPS

1. The strategy requires the student to actively interact with and think about the material rather than passively reading it.

2. Following a step-by-step process requires a high level of attention during a reading activity.

3. "Chunking" material into small units facilitates better memory and subsequent recall of the material.

LEARNING STRATEGIES CURRICULUM

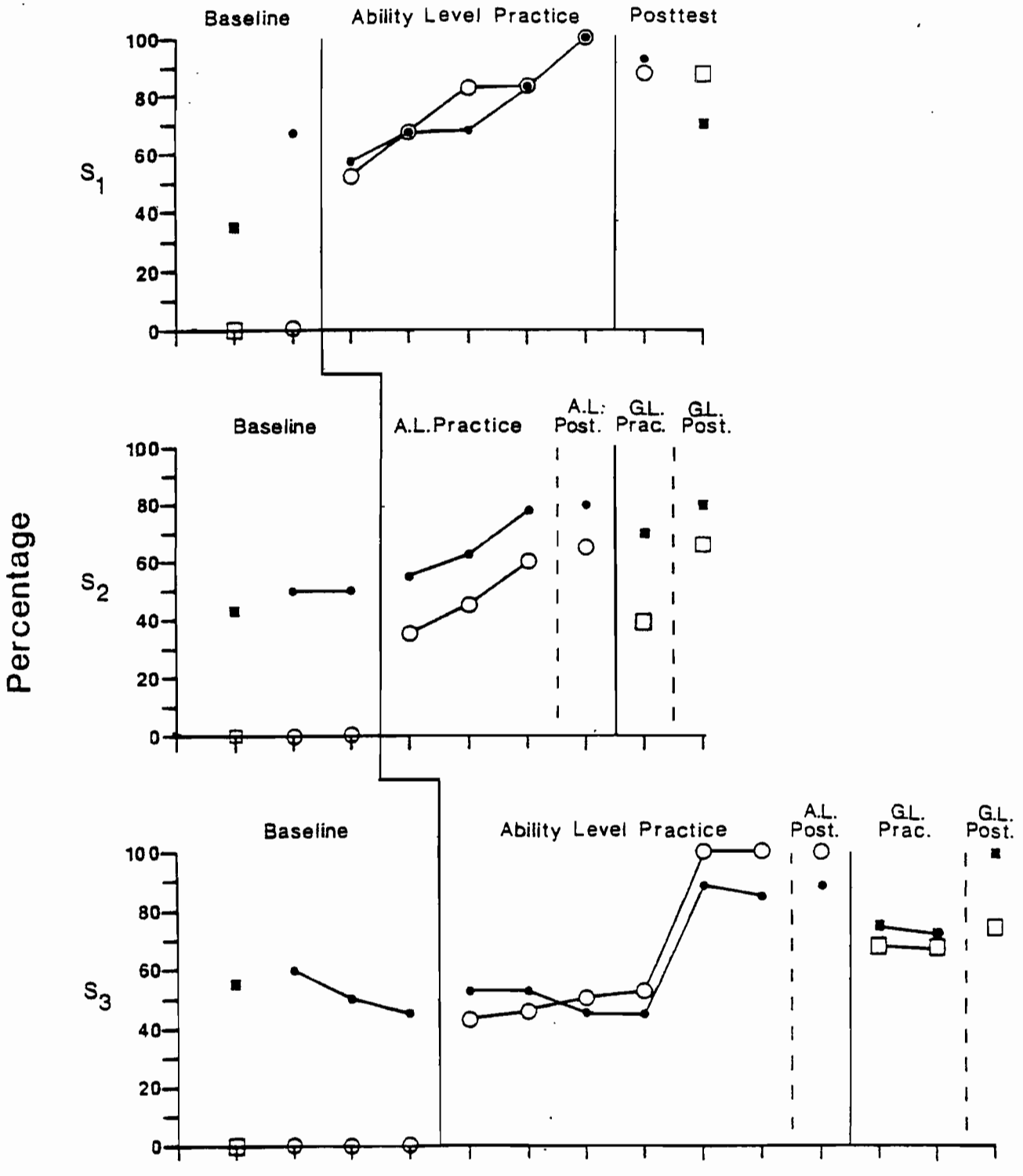
ACQUISITION	STORAGE	EXPRESSION AND DEMONSTRATION OF COMPETENCE
Word Identification	LINCS Vocabulary Learning	Sentences
Visual Imagery	First-Letter Mnemonic	Paragraphs
Self-questioning		Error Monitoring
Paraphrasing	Paired Associates	Themes
Interpreting Visuals	Listening and Notetaking	Assignment Completion
Multipass		Test Taking

PARAPHRASING STRATEGY RESULTS

Percentage of Comprehension Questions Answered Correctly

	Before Instruction	After Mastery
Ability-Level Materials	51 %	80 %
Grade-Level Materials	48 %	84 %

Paraphrasing



● ○ Ability Level Materials
■ □ Grade Level Materials

● ■ Comprehension/Retention Measure
○ □ Accurate Paraphrases

INSTRUCTOR'S MANUAL CONTENTS

Introduction

Instructional Stages

- Pretest & Obtain Commitment to Learn
- Describe
- Model
- Verbal Rehearsal
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Posttest & Obtain Commitment to Generalize
- Generalization
  - Phase 1: Orientation
  - Phase 2: Activation
  - Phase 3: Maintenance

Appendix A: Evaluation Guidelines

Appendix B: Instructional Materials

Appendix C: Suggested Materials

INSTRUCTIONAL STEP ORGANIZATION

What your goal is

What you need

How to prepare

How much time to allow

What to do

What to require for mastery

Where to go from here

How to trouble-shoot

STUDENT FOLDER CONTENTS

Front cover: Progress Chart

Assignment Sheets

Back cover: Envelope

Eventual contents: Cue Cards

Controlled Practice Attempts

Advanced Practice Attempts

Generalization Attempts

- Activation
- Maintenance

KU-CRL

RAP OVERHEAD

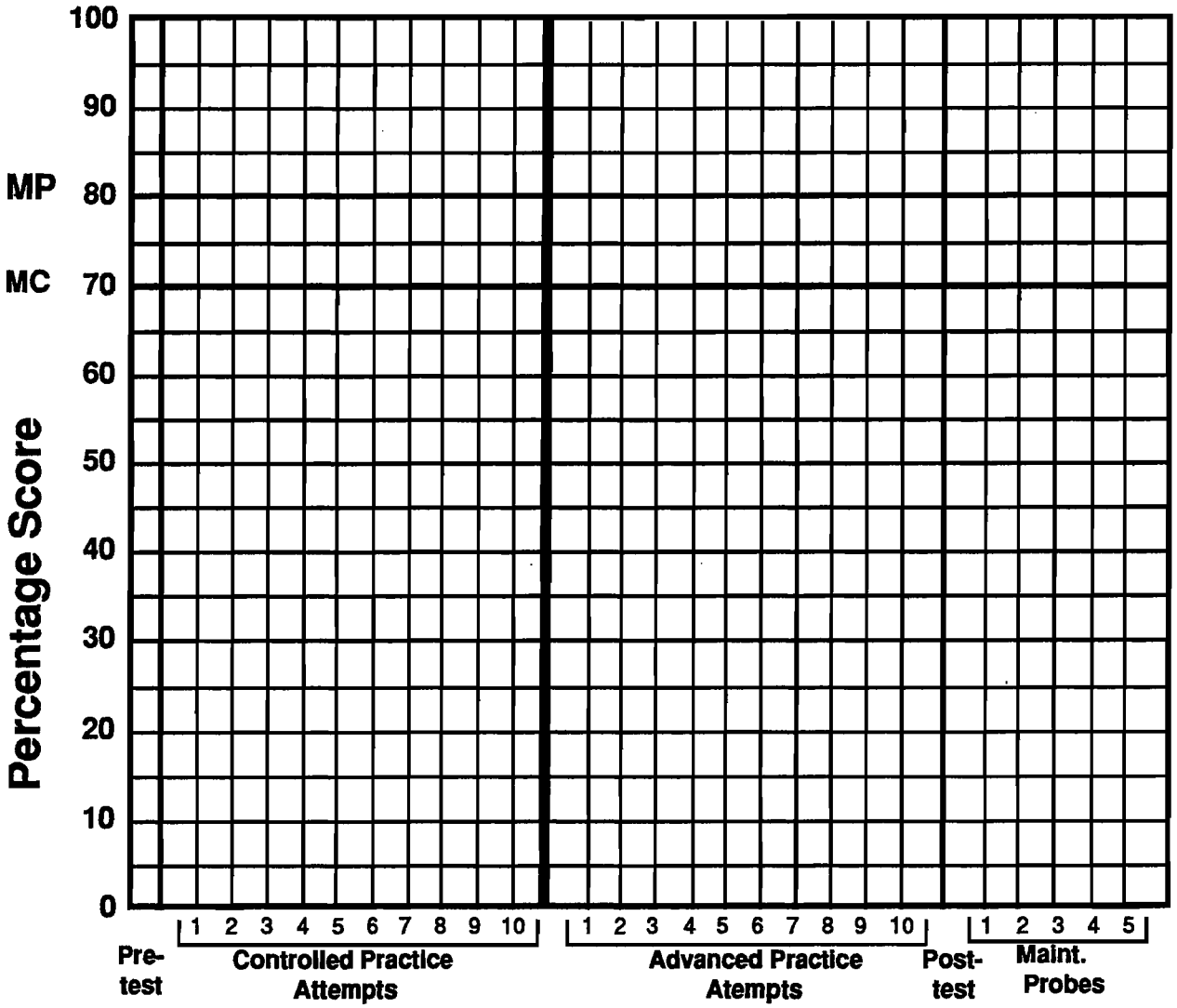
PARAPHRASING STRATEGY MANAGEMENT CHART

Student Names	Pretest	Describe	Model	Verbal Practice	Controlled Practice	Grade-Approp. Practice	Posttest	Generalization Orientation	Generalization Activation	Maintenance Probes 1	2	3	4	5

Student's Name: _____

PARAPHRASING PROGRESS CHART

GOAL-SETTING SECTION	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Goal Date:							
Date Completed:							



Key:

●—● Paraphrasing Percentage

★—★ Comprehension Percentage

MVI = Mastery Level for Paraphrasing = 80%

MC = Mastery Level for Comprehension = 70%

STEPS FOR PARAPHRASING

Step 1: Read a paragraph.

Step 2: Ask yourself, "What were the main idea and details in this paragraph?"

Step 3: Put the main idea and details into your own words.

FINDING THE MAIN IDEA

QUESTIONS TO ASK

What is this paragraph about?

This paragraph is about _____.

What does it tell me about _____?

It tells me _____

_____.

PLACES TO LOOK

1. **Look in the first sentence of the paragraph.**

2. **Look for repetitions of the same word or words in the whole paragraph.**

REQUIREMENTS FOR A PARAPHRASE

1. Must contain a complete thought

   - subject

   - verb

2. Must be totally accurate

3. Must have new information

4. Must make sense

5. Must contain useful information

6. Must be in you own words

7. Only one general statement per paragraph is allowed

MODEL PASSAGE

WANDERING IN THE WILDS[1]

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 to 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 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 is wet. Hikers in swamps and bogs prefer the shoepac 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 proved best for hiking. A wise hiker always brings an extra pair of laces.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed Readings, Book 1. Providence, RI: Jamestown Publishers.

Student's Name:_____

PARAPHRASING VERBAL REHEARSAL CHECKLIST

	Attempts					
	1	2	3	4	5	6
Describing the strategy in own words	____	____	____	____	____	____
Naming the steps:	____	____	____	____	____	____
Read a paragraph	____	____	____	____	____	____
Ask "What were the main idea and details?"	____	____	____	____	____	____
Put the main idea and details into your own words	____	____	____	____	____	____
Questions:						
_____	____	____	____	____	____	____
_____	____	____	____	____	____	____
_____	____	____	____	____	____	____
Percentage correct	%	%	%	%	%	%
Date	____	____	____	____	____	____

SMALL BUT MIGHTY[1]

Wood decay is caused by small plants called fungi. These plants cannot live on wood that has a moisture content of less than above 30 percent. The wood in most well-built homes is safe because the moisture content is rarely above 15 percent. The way to stop decay is simple. Keep wood dry.

Keeping wood dry is not always that easy to do. The outside walls of a house are open to rain that blows against them. Soil carries water. It can wet any wood that touches it. Also, if there are plumbing leaks in your home, the inside wood can get wet.

Wood must be kept dry at all times because wood soaks up water and holds it for a long time. From time to time heavy rains can supply enough water for decay to begin.

If you know that wood will become wet, it can be protected. Wood can be treated with preservatives. For long term safety, the preservative should be put on under pressure. If the wood comes in touch with the ground, only pressure treatment will do the job. Some pieces of wood that only get wet from time to time can be treated to stop decay by brushing on a preservative. The correct chemical to use for treatment depends upon what the wood is used for. Some chemicals give off a terrible smell. These are not good for use indoors. Others cause paint to peel. You should mention what the wood is used for when you buy the preservative.

Mold and stain fungi can attack wood. Molds grow mainly on the surface but may get inside the outer sapwood. The dark color caused by mold on wood can be removed by light sanding. Stain fungi go beyond the outer layers and causes a dark color that cannot be removed. Both molds and stain feed on wood. By themselves, they do not decay or weaken the wood. But, they do increase the wood's ability to take on and hold moisture. Thus, they increase the possibility of future decay. If you see signs of mold and stain fungi, you may have a problem.

Wood decays slowly at temperatures below 40^{o} F. So, decay is more rapid in the South than in the North. Decay is also more rapid in humid than in dry regions even though the plants which cause decay are present everywhere throughout the United States.

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[1] This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). Timed readings. Providence, R. I.: Jamestown Publishers.

Transcript for "Small But Mighty"

	MI	D	
P 1			This paragraph is about wood decay.
			It lives in wood.
			It's about stopping decay.
P 2			It's important to keep wood dry.
			Wood can get wet lots of ways.
			If the soil is wet, it can make the house wet.
			If the plumbing leaks.
P 3			Heavy rains always make wood decay.
P 4			If you know wood will get wet, it can be protected.
			You can put on preservatives under pressure.
			There are chemical treatments for different kinds of woods.
			I hate smelly chemicals.
P 5			This paragraph talks about how mold and stain fungi can do damage.
			The stain fungi make wood dark.
			Mold and fungi cause decay because of wetness.
			When it gets wet it causes decay.

Key for "Small But Mighty"

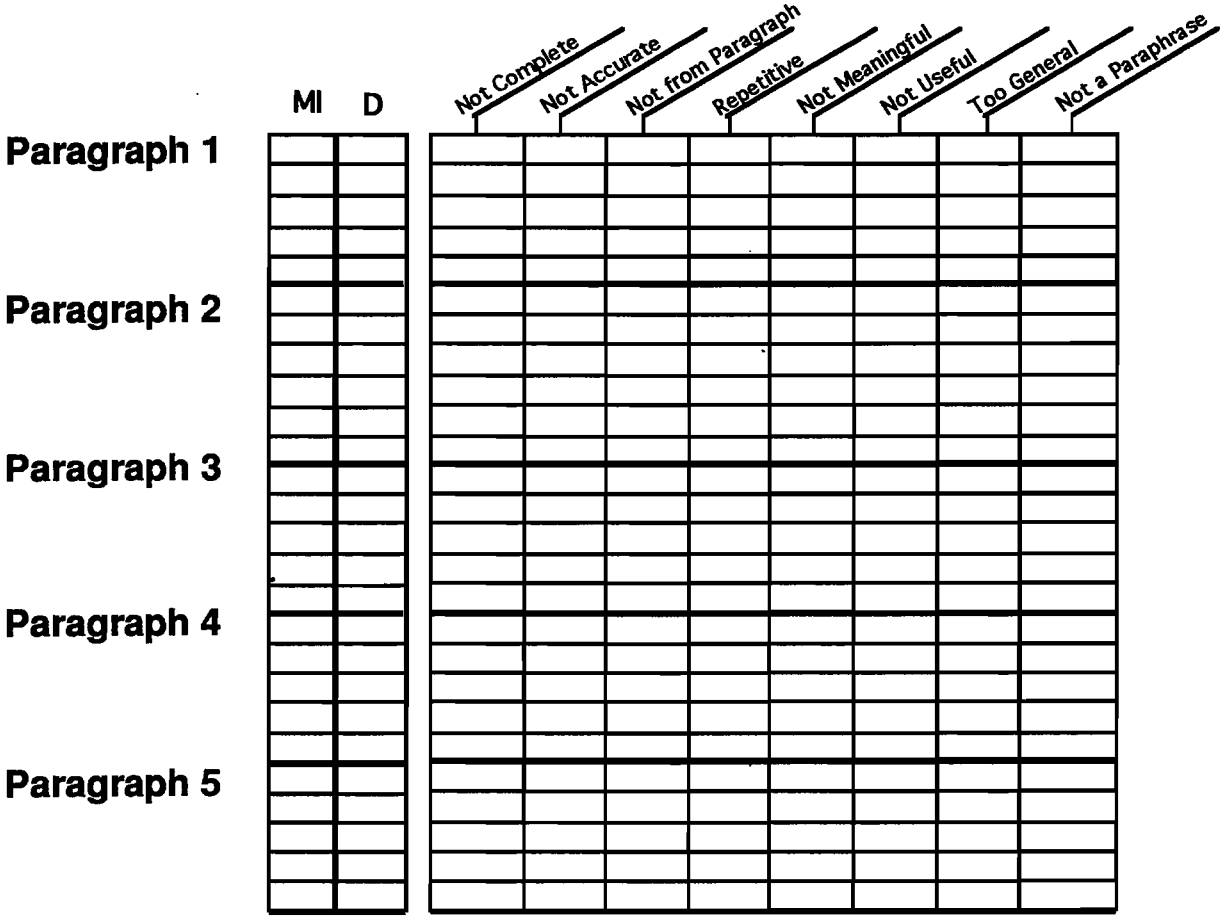
	MI	D	
P 1	0		This paragraph is about wood decay.
		0	It lives in wood.
		0	It's about stopping decay.
P 2		0	It's important to keep wood dry.
	1		Wood can get wet lots of ways.
		1	If the soil is wet, it can make the house wet.
		0	If the plumbing leaks.
P 3		0	Heavy rains always make wood decay.
P 4	0		If you know wood will get wet, it can be protected.
		1	You can put on preservatives under pressure.
		1	There are chemical treatments for different kinds of woods.
		0	I hate smelly chemicals.
P 5	1		This paragraph talks about how mold and stain fungi can do damage.
		1	The stain fungi make wood dark.
		1	Mold and fungi cause decay because of wetness.
		0	When it gets wet it causes decay.

PARAPHRASE SCORE SHEET

Student Name: _____ Date: _____

Pretest: _____ Posttest: _____ Practice #: _____ Maint. Probe #: _____

Passage: _____ Notes



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			

$$\frac{\text{Total Score Toward Mastery}}{\text{No. Paragraphs X 3}} = \frac{\quad}{\quad} = \quad \%$$

SATISFACTION GUARANTEED[1]

It may take some time and effort to find the lawyer who will be right for you. It is wise to search for a family lawyer who can advise you about things before they happen. This way you can take your time. If you wait until you are in a jam, you may have to make a mad dash to find someone to represent you. You may not make the best choice if you are under pressure. Time spent selecting a lawyer is time well spent. The satisfaction you get from having made the right choice will make the search time all worth while.

One way to find a lawyer is to look for a satisfied client. Talk to your family and friends. See if they have used a lawyer whose services pleased them. Find out, too, what sort of matter the lawyer handled for them. Lawyers tend to specialize in a certain branch of the law. A lawyer may not want to handle a matter outside of his speciality.

Check to see if there is a lawyer referral service where you live. Such a service is often sponsored by the local bar association. If there is one, you will find it listed in the phone book. When you call, the service will give you the name of an attorney. Have a first interview with him for a stated fee. It should be a modest fee. At that meeting you will find out if you need further legal aid.

There may not be a referral service where you live. But there should be a local bar association. If so, you should find it listed in the phone book. Or you can ask at the country courthouse. Someone there will know the name of the president of the bar association and his address. You can then ask him for the name of a good lawyer. Make it clear that you are asking him as president of the bar association for his opinion. Tell him the kind of service you are seeking.

If you are poor and can't afford to pay a fee, you can get help. There may be a legal aid society where you live. Or there may be a group of lawyers who give free legal advice in certain cases. You can find out by looking in the phone book or by asking at the courthouse.

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Transcript for "Satisfaction Guaranteed"

	MI	D	
P 1			This paragraph is about finding a lawyer. You should take your time.
P 2			This is about methods for finding a lawyer. You can ask others. You have to be sure to find a lawyer who matches your problem. Lawyers are crooks.
P 3			This paragraph is about checking services for a good lawyer Look in telephone book for the referral service of the local Bar Association. You have to check these services. Once you find a lawyer you need to interview him.
P 4			The county court house is a place. Call the President of the local Bar Association, and he can tell you about an attorney that can match your needs.
P 5			You can check for a legal aid society. or you can look in telephone book for a group of lawyers that give free advice.

Key for "Satisfaction Guaranteed"

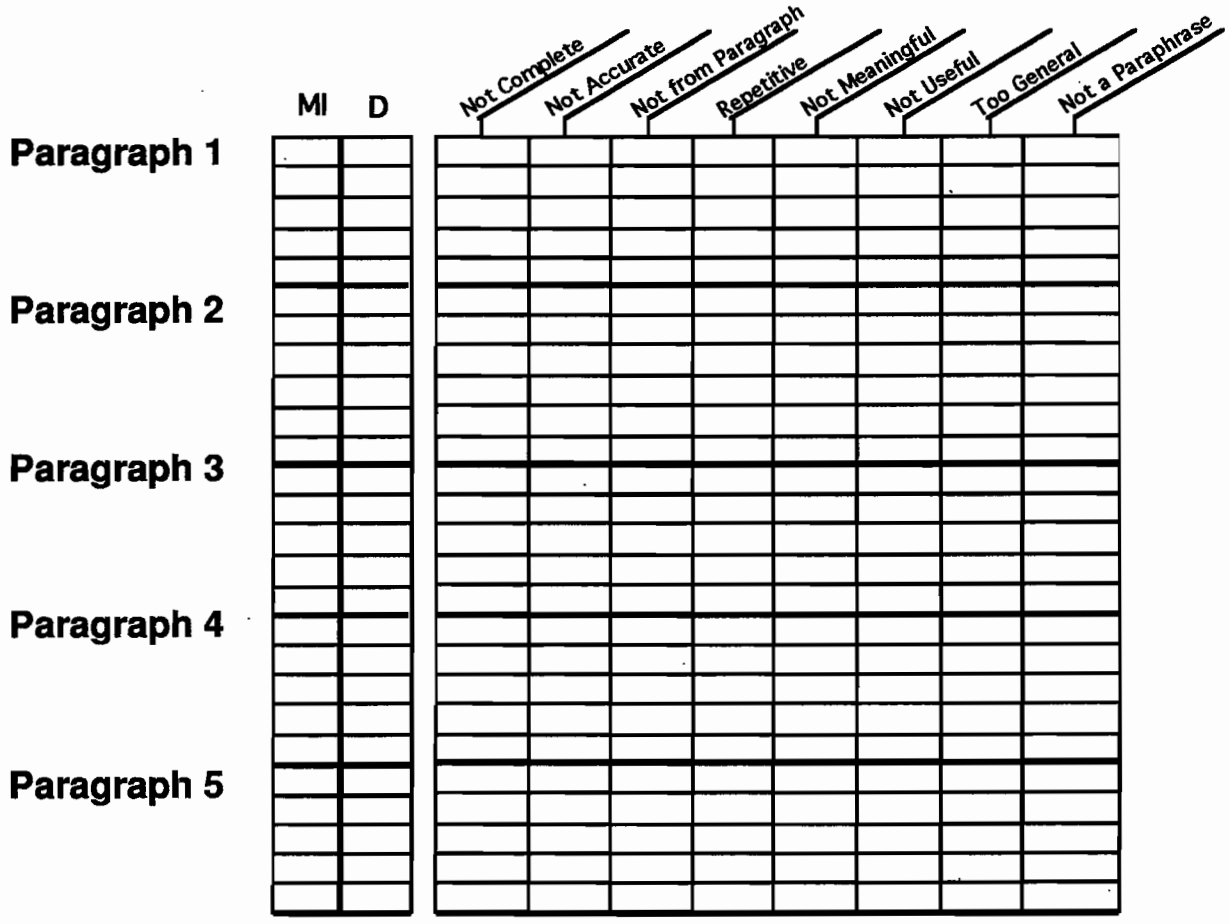
	MI	D	
P 1	0		This paragraph is about finding a lawyer.
		1	You should take your time.
P 2	1		This is about methods for finding a lawyer.
		1	You can ask others.
		1	You have to be sure to find a lawyer who matches your problem.
		0	Lawyers are crooks.
P 3	1		This paragraph is about checking services for a good lawyer
		1	Look in telephone book for the referral service of the local Bar Association.
	0		You have to check these services.
		1	Once you find a lawyer you need to interview him.
P 4	0		The county court house is a place.
		1	Call the President of the local Bar Association,
		1	and he can tell you about an attorney that can match your needs.
P 5		1	You can check for a legal aid society.
		1	or you can look in telephone book for a group of lawyers that give free advice.

PARAPHRASE SCORE SHEET

Student Name: _____ Date: _____

Pretest: _____ Posttest: _____ Practice #: _____ Maint. Probe #: _____

Passage: _____ Notes



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Detail (D) Points		(maximum 2 per paragraph)	
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Check to see if there is a lawyer referral service where you live. Such a service is often sponsored by the local bar association. If there is one, you will find it listed in the phone book. When you call, the service will give you the name of an attorney. Have a first interview with him for a stated fee. It should be a modest fee. At that meeting you will find out if you need further legal aid.

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Transcript for "Mix it Up"

	MI	D	
P 1			This is about how electric mixers can help you.
			It can stir and mash.
			There are different kinds of them.
P 2			My Mom has a portable mixer.
			Mixers don't need much electricity.
			Portable ones don't take up much room.
			They stir thick batters.
P 3			The stand mixer is for bigger mixing jobs.
			and it's bigger.
			They have a turn table that moves the bowl around.
			They use more electricity than portables.
P 4			The convertible mixer is more convenient.
			It's different.
			I don't get it.
P 5			Mixer controls have important jobs on all mixers.
			You can go hi, medium or lo.
			Some have extra attachments or parts that you can buy.
			Stuff for mixing dough.
			You may have to buy them extra.

Key for "Mix it Up"

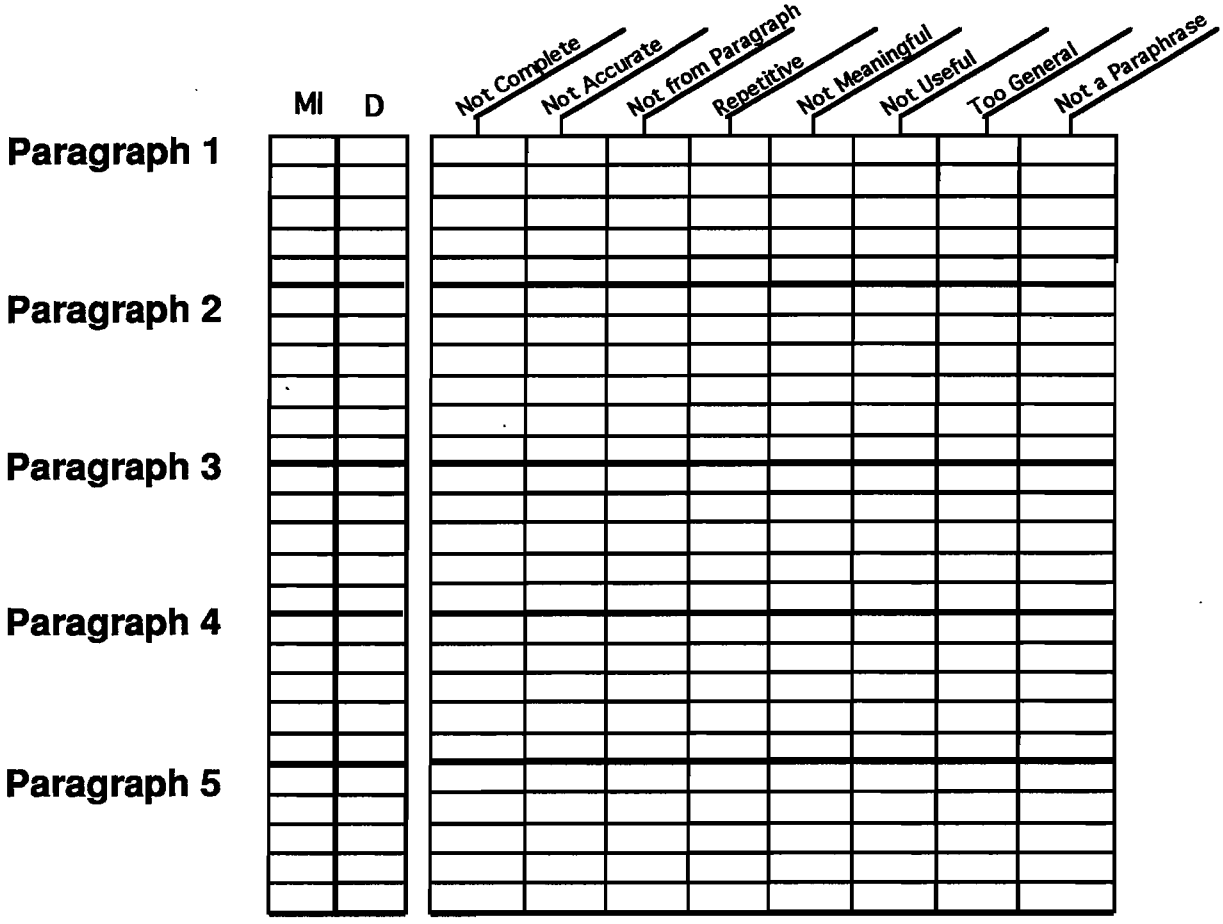
	MI	D	
P 1	1		This is about how electric mixers can help you.
		1	It can stir and mash.
		1	There are different kinds of them.
P 2	0		My Mom has a portable mixer.
		0	Mixers don't need much electricity.
		1	Portable ones don't take up much room.
		0	They stir thick batters.
P 3	1		The stand mixer is for bigger mixing jobs.
		1	and it's bigger.
		1	They have a turn table that moves the bowl around.
		1	They use more electricity than portables.
P 4	1		The convertible mixer is more convenient.
		0	It's different.
		0	I don't get it.
P 5	1		Mixer controls have important jobs on all mixers.
		1	You can go hi, medium or lo.
	0		Some have extra attachments or parts that you can buy.
		0	Stuff for mixing dough.
		1	You may have to buy them extra.

PARAPHRASE SCORE SHEET

Student Name: _____ Date: _____

Pretest: _____ Posttest: _____ Practice #: _____ Maint. Probe #: _____

Passage: _____ Notes



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