SPECIAL ISSUE: PART THREE

—— *TEACHING THE PARAPHRASING STRATEGY TO YOUNGER STUDENTS* ——

Fran Clark
Coordinator of Training

Paraphrasing, restating in one's own words information gained from the printed page, is a valuable reading comprehension tool. Paraphrasing forces the reader to process information at a deeper level than mere passive reading would demand, thereby ensuring a greater degree of understanding as well as retention. In addition, paraphrasing keeps the reader actively involved with the material, thus requiring a higher level of motivation and attention to the task.

The adaptations described below are based on The Paraphrasing Strategy: Instructor's Manual by J. B. Schumaker, P. H. Denton, and D. D. Deshler (University of Kansas Institute for Research in Learning Disabilities, 1984).

Prerequisite Skills

In order for students to benefit to the maximum extent from instruction in the Paraphrasing Strategy, they should be able to:

1. Differentiate between important and unimportant ideas in a paragraph.
2. Identify and state the main idea of a paragraph.
3. Identify and state details from a paragraph.
4. Restate information in their own words.

Although many of these abilities will develop as students practice the Paraphrasing Strategy and receive corrective feedback, you may wish to teach these prerequisite skills prior to

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introducing the Paraphrasing Strategy.

Instruction in Prerequisite Skills

Identifying Main Ideas and Details

Model for students how to think about a main idea. Use two detail sentences and two main idea statements (one which is related to the two detail sentences and one which is not related). Read the detail sentences and "think aloud" as you check the two main idea statements to decide which one is related to the detail sentences. Then, provide students with detail sentences (at least two) which could support one main idea. Ask the students to select an appropriate main idea statement from two choices.

Refer to the Paraphrasing Strategy: Instructor's Manual, page 32, How to trouble-shoot. Use the ideas in this section to teach students how to identify main ideas and details.

Restating Words, Phrases, and Sentences in Your Own Words

Teach students to restate information in their own words by describing how this can be done, modeling the task of restating information in your own words, and conducting guided practice. Begin with single words, and advance to phrases, sentences, and paragraphs.

The sequence below illustrates how a lesson on restating words using synonyms might be

presented. One or more lessons using phrases, then sentences, and then paragraphs could be presented the same way.

RESTATING WORDS USING SYNONYMS

Your goals: To introduce the concept of paraphrasing.
     To describe to students how to paraphrase single words.
     To model for students how to paraphrase single words.
     To guide students' initial practice with paraphrasing single words.

What to do:

1. <u>Give an advance organizer</u>. **"Today, we are going to learn how to say the same thing using synonyms or different words with the same meaning. We need to know how to put information into our own words so that we don't repeat someone else's words exactly. I will tell you and show you how to paraphrase or put information into your own words, then I will ask you to help me."**

2. <u>Describe and model</u>. **"When we paraphrase information, we use our own words to say the same thing that someone else said. The meaning is still the same, but we use different words. What do we do when we paraphrase?"**

   [Elicit responses such as, "use different words," "say the same thing with different words," "use our own words," etc.]

   "When we put information in our own words, we are paraphrasing. What are we doing when we put things into our own words?"

   [Elicit the response, "Paraphrasing."]

   "When we paraphrase words we use synonyms or words that mean the same. Let me show you how to paraphrase a word. I want to use the word 'talked,' but I want to say it differently. Umm, . . .I could use, 'said,' 'chatted,' or 'spoke.' All of these words mean the same thing as 'talked.' Can you think of another word that means the same thing as 'talked'?"

   [Elicit responses.]

3. <u>Guided practice</u>. **"You help me with this one. I want to use the word 'difficult.' I could say 'not easy.' What other words could I say that mean the same thing?"**

   [Elicit responses or contribute words or phrases such as "hard," "intricate," "complicated," "puzzle," "problem," etc. Continue presenting single words and eliciting synonyms until students can easily provide synonyms or phrases with the same meaning. Add other synonyms when needed. Some words you might use include: run, yell, chair, person, storm, floor, pen, free, etc. Choose words appropriate to the age of your students.]

4. <u>Give a post organizer</u>. **"Today, we learned how to use our own words to say the same thing that someone else said. When we use our own words but keep the same meaning, we are 'paraphrasing.' We can use paraphrasing whenever we need to tell about something, but we cannot use the exact same words as we read or as someone else said."**

When students can paraphrase words accurately, continue similar lessons with phrases, then sentences, and later paragraphs. The phrases and sentences below might be used in examples and student practice activities. Paragraphs could be chosen from reading materials.

Phrases

Examples:	dropped to the ground (fell, collapsed) deep, dark cavern (cave, hole) suddenly arrived (came in a hurry, ran in)	

Student practice:	ran away	crossed the finish line
	hit the ball a long way	jumped up on the chair

Sentences

Examples: Joe went to the basketball game. (Joe watched the boys play basketball).
Mary's collie is the biggest dog on our block. (Mary's dog is the largest one in our neighborhood.)
The Royals scored more runs than their opponent. (The Royals beat the other team.)

Restating Information in Your Own Words: Complete Thoughts

Model complete statements for students, and show them how to check for the subject(s) and verb(s) in the statement. Then, have the students practice making oral statements which are complete thoughts (contain both a subject and a verb). To facilitate speaking in complete thoughts, the teacher or a student makes an opening statement that sets up a story (i.e., an incomplete thought, such as "The girl in the front row . . ."); and a student completes the thought, and the next student adds a logical second statement. The group analyzes each statement to determine whether it is complete. To test a statement for completeness, have students ask themselves, "What is the action or 'state-of-being' word?" and "Who or what   (action)?" You may wish to use the list of state-of-being words from the Sentence Writing Strategy to assist students in identifying state-of-being words.

Some example starter phrases might include:

The flowers . . .	My friend in Kansas . . .
After I went home yesterday, . . .	Last week, the soccer team . . .

Another version of this activity is to start with a main idea statement and have students give complete-thought detail sentences. In addition to analyzing and evaluating for completeness, students may also evaluate for appropriateness to the main idea.

Teaching the Paraphrasing Strategy

There are no changes in the instructional stages or the remembering system of the Paraphrasing Strategy; therefore, the cue cards in the Instructor's Manual may be used as they are. Adaptations within the instructional process are detailed below.

Teach Concepts in a Meaningful Way

Some concepts critical to the Paraphrasing Strategy for which you may need to select age-appropriate vocabulary or provide examples or analogies relevant to students' experiences are:

Concepts	Potentially Meaningful Explanation
Main idea, details	Analogy of an ice cream sundae: Main idea—ice cream sundae

| | Details—ice cream, chocolate syrup, whipped cream, nuts, etc. |
| Repetitions of the same word | Words that are repeated or said over and over (such as the words "backpacking," "backpack," etc. occurring frequently in a paragraph) |

Use Short Lessons

During Paraphrasing Strategy instruction, lessons should be adjusted to an appropriate length for younger students (approximately 10 to 25 minutes). Each lesson should include: (a) an advance organizer (explaining the content the lesson will cover, how it relates to previous lessons, why it is important, what the students and the teacher will be doing); (b) a description of information related to the strategy, a model of strategy steps, a guided practice using the strategy, and/or an independent practice; and (c) a post organizer (restating what the lesson covered, why it is important, and what will happen next).

For example, the Describe Stage of the Paraphrasing Strategy may be divided into 5 short lessons.

Lesson 1: Advance Organizer
Introduce the concept of the Paraphrasing Strategy
Describe and elicit rationales for using the strategy, general characteristics of situations and example situations where it can be used
Describe results students can expect
Post Organizer

Lesson 2: Advance Organizer
Review content of Lesson 1
Set goals
Describe the steps, the remembering system, and the mnemonic device of the Paraphrasing Strategy
Post Organizer

Lesson 3: Advance Organizer
Review the content of previous lessons
Introduce the criteria for a good paraphrase, explain criteria 1 and 2
Practice activity related to criteria 1 and 2
Post Organizer

Lesson 4: Advance Organizer
Review the content of previous lessons
Explain criteria 3, 4, and 5 for a good paraphrase
Practice activity related to criteria 3, 4, and 5
Post Organizer

Lesson 5: Advance Organizer
Review the content of previous lessons
Explain criteria 6 and 7 for a good paraphrase
Practice activity related to criteria 6 and 7
Compare the Paraphrasing Strategy to the students' previous reading habits
Post Organizer
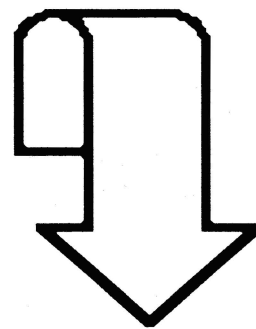
Conduct Guided Practice

With younger students, you may need to provide many models of the use of the Paraphrasing Strategy and opportunities to participate in practice activities which you direct and guide before students begin to practice using the strategy independently. During practice opportunities, you and the students should verbalize all thought processes and evaluate the quality of the paraphrases using the criteria for a good paraphrase (Cue Card #3). In conducting guided practice, you might use the following suggestions:

* Have students paraphrase detail statements first while you continue modeling how to paraphrase main idea statements. After they have seen many models of paraphrases of main idea statements, ask them to construct some.

* During your model, ask students to tell what step of the strategy was just completed or what step you should do next. (NOTE: This should not be done during the very first paragraph which you model, but you may use questions to involve students in subsequent models.)

* Ask students to evaluate your paraphrases and those of their peers.

* Use all types of reading material—textbooks, library books, newspaper articles, comic books, etc.

* Use cooperative group work led by the teacher. Have one student (or the teacher) read the paragraph. Ask one student to paraphrase the main idea; ask a second student to paraphrase one detail statement, and ask a third student to provide a second detail statement. Make certain that each student has an opportunity to paraphrase both main idea and detail statements.

Jazz-Up Instruction and Involve Students

Construct a colorful bulletin board about the Paraphrasing Strategy which involves the students in practicing behaviors used in this strategy; you might use the theme of exploring or searching for a good paraphrase. Post words, phrases, or sentences on the bulletin board, and ask students to match each word, phrase, or sentence with its correct paraphrase (students could connect items with a piece of yarn or colored string). Or, you could ask students to paraphrase the words, phrases or sentences which are posted; provide cards on which they can write their paraphrases, and have them post their card next the word, phrase, or sentence it matches.

As students are learning the Paraphrasing Strategy, you can jazz-up instruction by varying the activities while maintaining the intent of each stage of the instructional process. The following suggestions may help you "jazz-up" instruction and involve students in this strategy.

Stage 2: Describe
* incorporate frequent reviews and checks; you may model the desired response first, then ask students to respond as a group or individually; make certain all students participate by giving individual and group responses
* maintain a lively pace
* build in a game or activity to allow students to practice a specific step of the strategy (for example, after you describe the "P" step, ask students to work as a team to restate a sentence in their own words); make certain all students participate

Stage 3: Model
* maintain a lively, fluid pace
* after the initial model, gradually involve all students in the model; involve them first in easier parts of the task

Stage 4: Verbal Rehearsal
* maintain a lively pace
* involve every student in stating individual steps of the strategy
* vary the practice by having the entire group rehearse aloud the steps of the strategy
* use unique practice techniques, such as: saying the steps as a cheer; playing a telephone game where one
    student whispers a step to another who passes it on, the last person says the step aloud; have students
    practice with a partner; divide the group into 2 teams, have one team state the first step, the other team
    gives Step 2, and so on
* chart progress and celebrate achievement of mastery

Stage 5: Controlled Practice and Feedback and Stage 6: Advanced Practice and Feedback
* on occasion, use high-interest reading materials (other than textbooks) for practice activities, e.g., comic books,
    sports page from the newspaper, written material about a "hot" topic of interest to the students
* on occasion, use games in which students practice a part of the strategy [e.g., divide the group into two teams,
    teacher reads a paragraph, a student (or a team) must paraphrase the main idea (or a detail), points are
    awarded to the team for a correct paraphrase (or students may roll a die) and move forward on a game
    board]
* have 2 students practice together by reading the paragraph, discussing the main idea and detail statements,
    agreeing on their statements to record
* Use cooperative group work as described above.

Stage 7: Posttest and Commitment to Generalize
* celebrate achievement of mastery with a special activity
* post the names of students who have met mastery in a prominent place
* have a party when several students have met mastery

Stage 8: Generalization
* Have students set goals and develop plans to use the Paraphrasing Strategy in other school and out-of-school
    settings. The concept of "Bonus Missions" used in the Social Skills for Daily Living curriculum might be
    adapted for use in the Generalization Stage with younger students.

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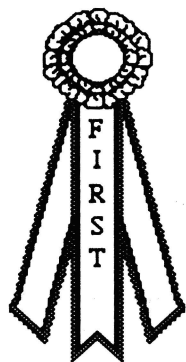
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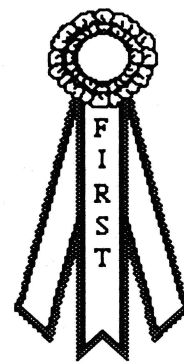
Structured Implementation Activities for the Strategies Intervention Model

by

Keith Lenz, Frances Clark
Cecil Mercer, and Merle Mazzarino

Overview

Implementation objectives and activities for Phases I, II and III were initially presented in <u>Strategram</u>, Vol. 2, Nos. 4 and 5. Phases I and II focused on the activities that a teacher should consider during the first and second year of SIM implementation. Phase III objectives are designed to help the teacher expand the role and scope of learning strategies instruction.

PHASE IV

The purpose of PHASE IV objectives and activities are to provide the teacher implementing the Strategies Intervention Model with assistance in realizing the full potential of the model. Prior to this phase, the teacher has been building an intervention model. By this phase, the teacher should begin to experience and see the power of an effective intervention program. These activities focus on helping the teacher realize the full benefits of their previous hard work. Most teachers will complete the activities of PHASE IV during their third or fourth year of strategy implementation. Objectives and activities for PHASE IV can be found on **pages 8 and 9**.

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STRATEGIES INTERVENTION MODEL IMPLEMENTATION OBJECTIVES AND ACTIVITIES

Phase IV

Objectives	Examples of Activities
1. Teach at least six learning strategies to students via group instruction.	Demonstrate ongoing implementation of at least six learning strategies that you have been trained in from the Learning Strategies Curriculum with a group of at least five students. All students should meet the mastery criteria specified for each step.
2. Provide for an additional 50% reduction in the amount of content instruction/support currently being provided to students in the learning strategies program.	Reduce the amount of content instruction by an additional 50% by identifying and implementing similar activities as those offered for PHASES II and III.
3. Teach at least eight social skills to students via group instruction.	Teach the social skills to a group of at least five students. All students should meet the mastery criteria specified for each step. Develop an instructional system for each social skill. Incorporate all instructional elements developed for previous implementation and revise existing systems.
4. Incorporate learning strategies into the Individual Education Plan for each student.	Develop materials and procedures to inform parents of learning strategies goals and objectives in the adolescent's IEP. Include these materials and a description of the procedures in the Implementation Notebook. Develop plans to include each student in his/her IEP meeting. Include in the Implementation Notebook a schedule of IEP meetings and list of individuals who attended each IEP meeting.
5. Implement instructional units and strategies related to assisting students to make a successful transition to another school or work setting.	Develop materials and procedures to assist students in transferring and generalizing task-specific learning strategies and social skills to other schools (as a result of transfer or promotion) or to work settings. Include these materials in the instructor's manuals for individual strategies or in the Implementation Notebook. Include a brief description of the procedures in the Implementation Notebook.
6. Promote the generalization of learning strategies to all regular content classroom settings.	Initiate contacts with all content teachers who have students in their classes who are receiving strategies instruction.
7. Integrate at least ten critical teaching behaviors with learning strategies into current teaching routine.	Incorporate additional critical teaching behaviors into strategies instruction including: (1) Facilitating Independence - any act by the teacher that requires the student to think or act on his/her own facilitating independence in the students; (2) Requiring Mastery of Learning - Teacher behavior that requires the student to proficiently perform a skill at the specified mastery levels before beginning additional instruction; (3) Monitoring Instruction - the use of physical observation, statements, or questions by the teacher to determine the student's academic progress during a period of instructional practice; (4) Intensity of Instruction - teacher behavior that produces the highest productivity in learning and achievement.

STRATEGIES INTERVENTION MODEL IMPLEMENTATION
OBJECTIVES AND ACTIVITIES

Phase IV

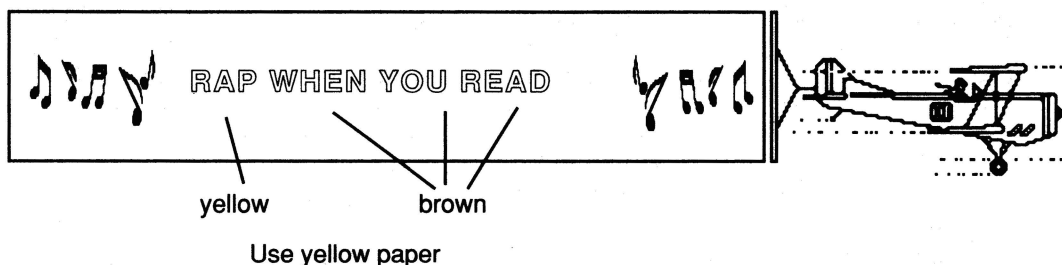| Objectives	Examples of Activities
8. Identify additional teaching routines to be used by regular content teachers and expand the school-based dissemination and training system.	Train at least two other content teachers to use the advance organizer routine developed during PHASE III via cooperative planning. Include a log related to the training sessions (briefly state the date of training, teachers involved, and pertinent details) in the Implementation Notebook. Train at least two content teachers to use the concept teaching routine and the TRIMS routine in their regular content classes via cooperative planning. Include a log related to the training sessions (briefly state the date of training, teachers involved, and pertinent details) in the Implementation Notebook.
9. Develop and implement additional components to the cooperative planning system in order to directly train regular classroom teachers in learning strategies, promote strategy generalization, and assist teachers in implementing content area teaching routines through the use of a consultation model.	Evaluate and revise the cooperative planning system developed and implemented in PHASE III. Attach the dated, revised cooperative planning system in the original Implementation Notebook. Develop materials and procedures for training content teachers to use a concept teaching routine and the TRIMS routine in regular content classes. Include the materials and a description of the training procedures in the Implementation Notebook.
10. Develop and implement an ongoing evaluation system to measure the effectiveness of learning strategy instruction with individual students.	Develop a folder for each student that includes a recording system for individual and group achievement test information, teacher satisfaction, grade point average, and course grades in relation to mastery and progress in strategies. Establish procedures for periodically reviewing evaluation data with students.
11. Develop and implement an ongoing evaluation system to measure the effectiveness of the learning strategy program and all of its components.	Collect and report evaluation data to show average pre and post test score gains across students on mastery and generalization of strategies, average gains on other evaluation measures, number of students mainstreamed, increase in number of regular content teacher contacts, general improvements in content teacher's perceptions of the program, etc. Create a set of charts for this data and update quarterly. Keep a record of this progress data in the Implementation Notebook. Focus on graphic rather than written presentations of your program data.
12. Create a school-based Program Development Team which will make plans for continued learning strategy support, implementation, and expansion.	Identify individuals in your school important to the continued success of the Strategies Intervention Model. Meet and identify goals and objectives, and activities that will achieve the goals and objectives. Develop a timeline and determine areas of responsibility. Initially meet two or three times within a week or so to make plans. Meet once a month to monitor plans and set new goals. Develop an Implementation Schedule for another three year period.

Strategic Banners

by
Bonita Cox
Sanford, North Carolina

To create excitement for Learning Strategies, try making some banners. I make them on my Apple Computer using the Print Shop program. I use open block print and motifs on some of the banners. After outlining the saying and using a contrasting color for the mnemonic(s) used in the specific strategy, I glue bulletin board paper of the same contrasting color to the entire banner, leaving about an inch and a half of colored paper around the banner. The banners are then laminated. Below are some examples:

RAP WHEN YOU READ

yellow   brown

Use yellow paper

PIRATES GRAB THE GRADES

outline in   outline in
black   yellow

Use black paper

I SHARE IDEAS WHEN I PLAN

brown   yellow   brown   yellow

Use yellow paper

GOOD WRITERS USE PENS

yellow   blue   yellow   blue

Use blue paper
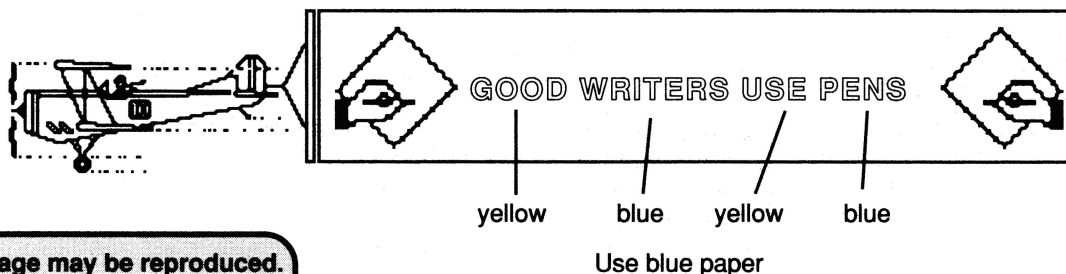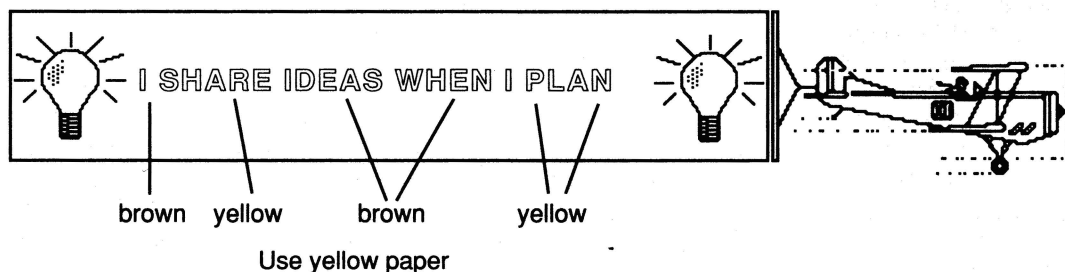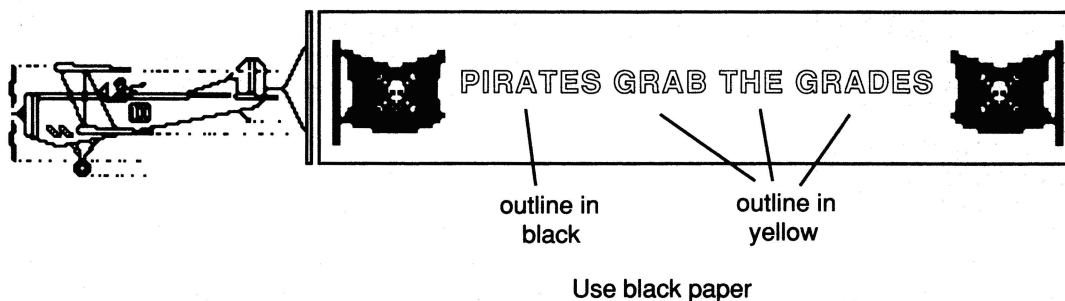
Index for Volume II, Issues 1-6

Vol. 2-6
Lead Article - <u>Special Issue: Part Two - Teaching Strategies to Younger Students</u> - Fran Clark, KU-IRLD. Techniques for the adaptation of the *Sentence Writing Strategy* for younger students. Included is a set of introductory lessons.

<u>Structured Implementation Activities for the *Strategies Intervention Model*: Phase III</u>- Keith Lenz, Fran Clark, Cecil Mercer & Merle Mazzarino. Objectives and activities for implementation and generalization of the SIM.

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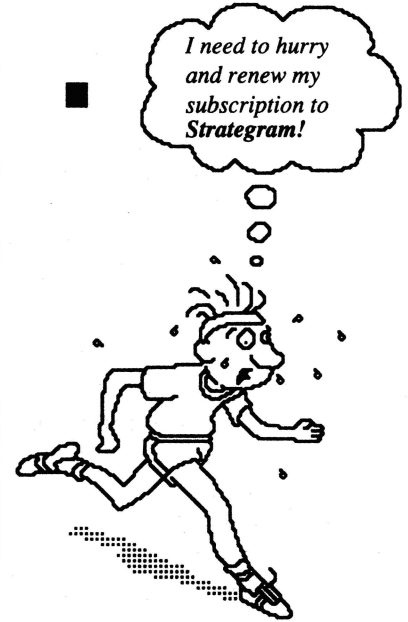Lawrence, Kansas 66045-2342

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