

Student Profile for Explicit Instruction: Teaching Paraphrasing

You will be representing a fourth-grade student. Please do not alter your tone of voice to attempt to sound like a fourth-grader. Keep in mind, when provided with engaging, clear instruction, fourth-grade students can track on the teacher's instruction, turn to their neighbor to check for understanding, and respond chorally or individually to cues from the teacher. Finally, most fourth grade students can learn a strategy for paraphrasing a paragraph, provided the teacher effectively enacts explicit instruction.

The teacher will be **modeling and thinking aloud** how to use the RAP strategy to paraphrase text. You will respond positively to effective attempts at **modeling and thinking aloud** with an emphasis on engagement; pacing; clear, student-friendly language; and clear demonstrations of how the teacher thought while using the strategy. Please read the guidelines below to accurately represent the responses of a fourth-grade student in this simulation.

Describing/Explaining

- **Clear, logical steps in student-friendly language**
 - Begin the lesson listening to the teacher and engaging through choral response and other response opportunities.
 - If the think-aloud is clear and logical, stay focused on the content and exhibit positive demeanor.
 - If think-aloud is not clear or is complicated, say, "I don't understand" or "I'm confused."
 - If questions are clear, answer questions.
 - If questions are unclear or meaningless to the lesson, respond by saying, "I don't know what you mean" or "I'm not sure how to answer that question."
 - As the lesson moves along and the teacher uses clear, student-friendly language, remain focused and positive.
 - If the teacher's language is confusing or at a level significantly above or below that of typical fourth-grade students, become frustrated and either daydream, put your head down, or engage in peer socializing.

Modeling/Think-Aloud

- **Engagement**
 - Begin the modeling component of the lesson listening to the teacher and engaging through choral response.
 - As the lesson moves along, remain engaged as long as the teacher offers regular opportunities to chorally respond either verbally or through some gesture, such as thumbs up/thumbs down, turn and talk with your neighbor (TTYN), and offer ideas and input.
 - If the teacher engages in too much teacher talk, stop paying attention and either daydream or engage in peer socializing.

- **Clear, logical examples and non-examples**
 - As the model moves along and the teacher provides helpful examples and non-examples and ways to engage students, students remain focused and positive.
 - If the teacher's examples and non-examples do not make sense or are confusing, become frustrated and either daydream; put your head down; engage in peer socializing; or say, "I don't understand" or "I'm confused."

General

- **Pacing**
 - Begin the lesson listening to the teacher and engaging through choral response and TTYN.
 - As the lesson moves along at a pace that is not too fast or too slow, remain attentive and positive.
 - If the pace is too fast or too slow, become frustrated and either daydream, put your head down, or engage in peer socializing.