


IN THEIR OWN WORDS

**Using paraphrasing to analyze complex text
and increase comprehension**



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OBJECTIVES

Differentiate between summarizing and paraphrasing

Understand the components of the RAP strategy to use in the classroom

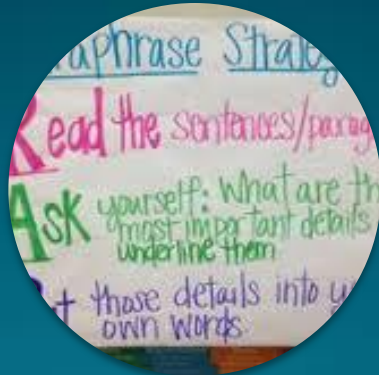
Identify the instructional components of written paraphrases from word to paragraph level

Outline strategies to deliver paraphrasing instruction in your classroom

OVERVIEW



Research and
rational for
Paraphrasing
Instruction



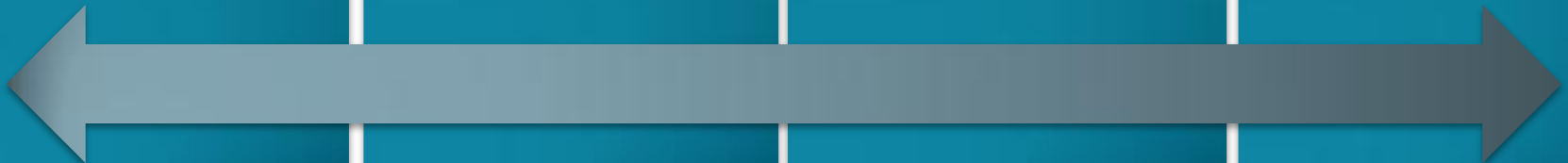
Examine and
practice
components of
RAP
paraphrasing
strategy



Strategies for
scaffolding
instruction of
written
paraphrasing



Resources for
the
Classroom



Paraphrase or Summarizing??



PARAPHRASING VS. SUMMARIZING

Paraphrasing

- does not match the source word for word
- involves putting a passage from a source into your own words
- changes the words or phrasing of a passage, but retains and fully communicates the original meaning
- must be attributed to the original source

Summarizing

- does not match the source word for word
- involves putting the main idea(s) into your own words, but including only the main point(s)
- presents a broad overview, so is usually much shorter than the original text
- must be attributed to the original source



WHAT DOES THE RESEARCH SAY?

“Student’s comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements they make while reading a passage. Specific research conducted on paraphrasing strategies has shown gains in reading comprehension on grade level materials to average 35 percentage points.”

- Schumaker, Deshler, and McBride, University of Kansas, 1984.

WHAT DOES THE RESEARCH SAY?

“Comprehending a text involves actively creating meaning by building relationships among ideas in text, and between the text and one’s knowledge, beliefs, and experiences (Wittrock, 1990).” – from Writing to Read, 2010

“Having students write about a text should enhance reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness, facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words (Applebee, 1984; Emig, 1977; Klein, 1999; Smith, 1988; Stotsky, 1982)” – from Writing to Read (2010)

RATIONALE FOR PARAPHRASING

College and Career Standards:

SPEAKING AND LISTENING STANDARDS

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

C - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)

READING STANDARDS

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

E - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

ACES

Learning Strategies (LS)

LS Skill 3-Sub Skill b: Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)

Match challenging sentences from a text* with appropriate paraphrases then use those paraphrases to help explain the meaning of the challenging sentences to a partner.

Academic Language & Skills (ALS)

Skill 5, Sub Skills c: Paraphrase ideas and use proper citations to avoid plagiarism.

GED 2014 EXTENDED RESPONSE AND SHORT ANSWER

SYSTEMATIC PARAPHRASING INSTRUCTION

Helps students deal more effectively with complex texts.

Requires students to actively interact with material

Is a strategy designed to improve recall of main ideas and supporting details.

Can help learners improve test-taking skills



PLAGIARISM!

Is uncredited use of someone else's words or ideas.



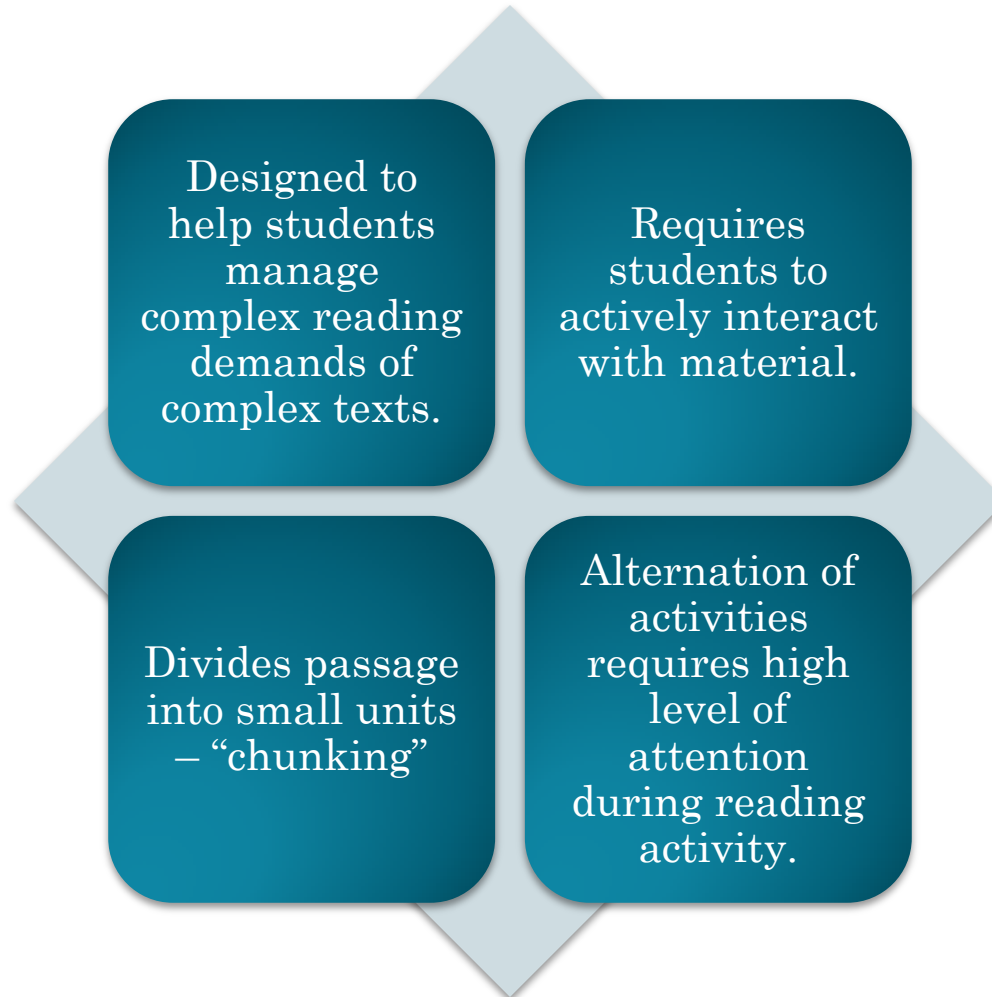
HMMMMMM??? DO YOUR STUDENT' S DO THIS?

- YouTube video – Harry Potter told by People Who Never Read Harry Potter



RAP PARAPHRASING STRATEGY

- ADAPTED FROM LEARNING STRATEGIES CURRICULUM
UNIVERSITY OF KANSAS



IT IS A VERBAL STRATEGY



INSTRUCTIONAL METHODS

Pretest and Goal Setting – Student Commitment



Describe – Model



Verbal Practice



Guided Practice and Feedback



Independent Practice and Feedback



Posttest – Generalization

PRETEST AND GOAL SETTING DIRECTIONS

Is is necessary??

- ◆Materials:

A passage containing 3-5 paragraphs at student's reading level.

- ◆Explicit Directions

- ◆Silent reading

- ◆Comprehension assessment

- ◆Feedback

- ◆Set Goals – student commitment



DESCRIBE AND MODEL

DESCRIBE

What is paraphrasing?

Three Step - RAP

Read - silently

Ask - self-questioning

Main idea

Details

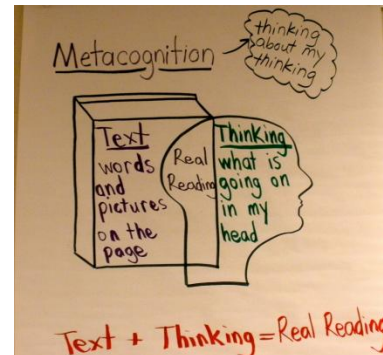
Put – main idea and details in own words

MODEL

Review RAP strategy

Explicit direction

Demonstrate each step



Review handouts 1-3

VERBAL PRACTICE OF RAP



- ◆ Goal is to insure students memorize the RAP process
- ◆ Review strategy – give explicit instruction
- ◆ Ask questions



GUIDED PRACTICE AND FEEDBACK

Goal – working to gain student mastery of the Paraphrasing Strategy in controlled materials using materials at their reading level.

- ◆ Review strategy
- ◆ Explicit instructions
- ◆ Practice
- ◆ Evaluate
- ◆ Feedback



ADVANCED PRACTICE AND FEEDBACK

Goal – students will be able to RAP method at their instructional level and apply across content.

- Materials

Longer passages

Content specific

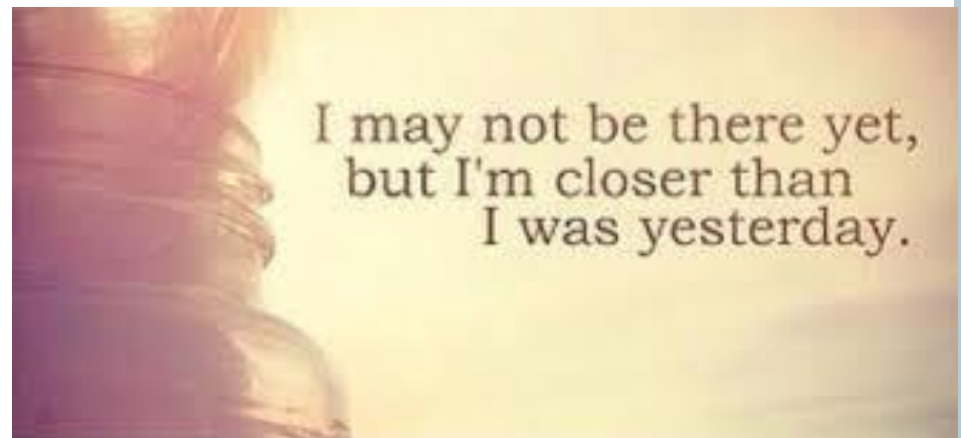
- Review strategy

- Explicit instructions

- Practice

- Evaluate

- Feedback



EVALUATING AND FEEDBACK

Student' s response

- ✓Must be a complete thought
- ✓Must contain entirely correct information
- ✓No repeat information
- ✓Make sense within the context of statements previously made
- ✓Must not be all generalities
- ✓Is substantially different from any sentence in written paragraph.
- ✓Must put information in own words!



LET' S LOOK AT AN EXAMPLE

WANDERING IN THE WILDS – HANDOUTS 5 & 6



Review completed feedback
and practice



ASSESSING PROGRESS POST TESTS

Reading passage that is 3 – 5 paragraphs in length with corresponding comprehension questions.

At student's current reading level or instructional level?

Provide feedback



CLASSROOM APPLICATION



Time to Share ideas!

- ◆ Beginning
- ◆ Intermediate
- ◆ High
- ◆ Mixed Level Classroom
- ◆ Materials

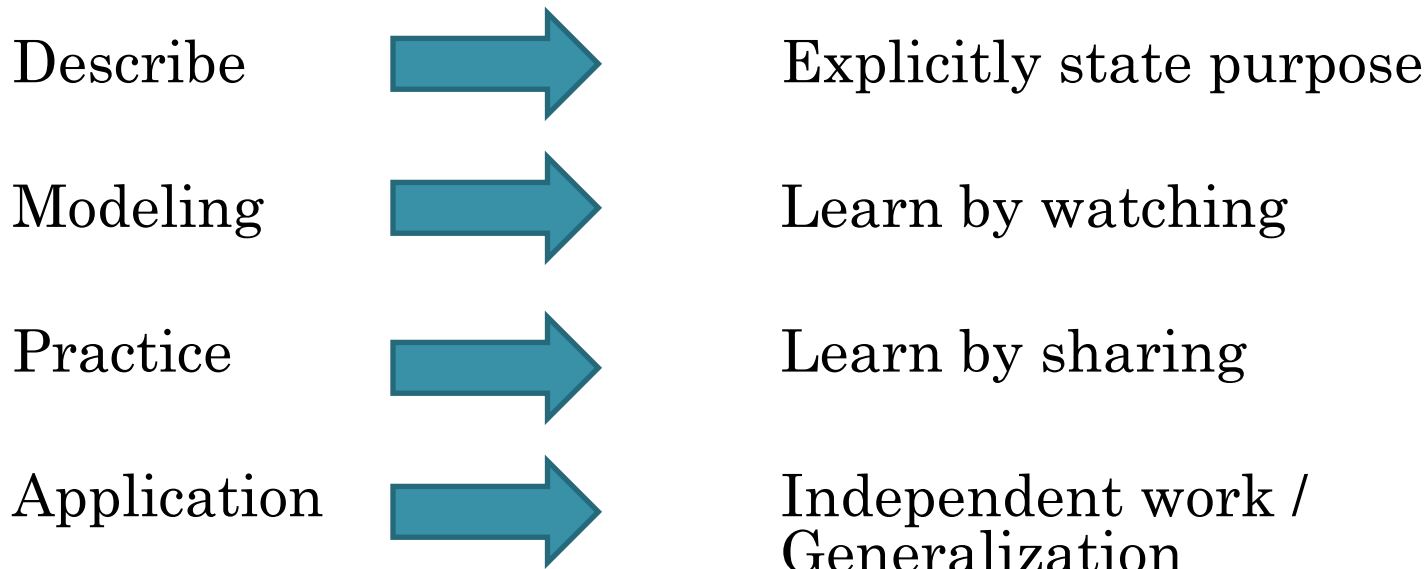


CHARACTERISTICS OF WRITING A GOOD PARAPHRASE

- Communicates the original idea
- Does not add your opinion
- Uses about the same number of words
- Uses a combination of writing skills including different words and sentence structures
- Blends the original idea into your own writing using your own words
- References the original source – GED 2014 Extended Response

PARAPHRASE WORDS, PHRASES, SENTENCES, and PARAGRAPHS

GENERAL INSTRUCTIONAL METHODS



PROVIDE FEEDBACK!

- Adapted from SIM (Strategic Instruction Model), University of Kansas, KU Center for Research and Learning



GENERAL INSTRUCTIONAL METHOD FOR EACH ACTIVITY

Learn by watching – Observe



Learn by sharing – Working Together



Learn by practicing – On Your Own



GIVING FEEDBACK



Based on whether an item is correct, written in student's own words, and makes sense.

“Correct” means that an item has same or similar meaning as the original word, phrase, or sentence.

Place a checkmark in the “C” box.

“Written in the student's own words” means that the original word phrase or sentence has been changed into the student's own words as much as possible.

Place a checkmark in the “W” box.

“Makes Sense” means that an item is clearly understood and communicates the original meaning of the word, phrase, or sentence.

Place a checkmark in the “M” box.



LET' S LOOK AT SOME EXAMPLES

1. Seed Plants – paraphrase words
2. Seneca Falls – paraphrase phrases
3. Swim Safely – paraphrase sentences

Handouts 7-13

Paraphrasing Paragraphs

TOPIC

- ◆ One or two words that tell what the paragraph is about.
- ◆ Frequently located in the first or second sentence.
- ◆ Is sometimes repeated or “relative word” is repeated.

*To find the topic, ask:
“What is this paragraph
mostly about?”*

MAIN IDEA

- ◆ The big idea that the paragraph is about.
- ◆ A general statement that summarizes all the information in the paragraph.

*To find the main idea, ask:
“What does this paragraph
tell me about
 (the topic) ”*



SUPPORTING DETAILS

- ◆ A piece of information that is related to the main idea.
- ◆ A statement that provides specific information about the main idea and topic.

To find supporting details, ask:
“What specific information is related to
the main idea?”



APPLICATION IN YOUR CLASSROOM

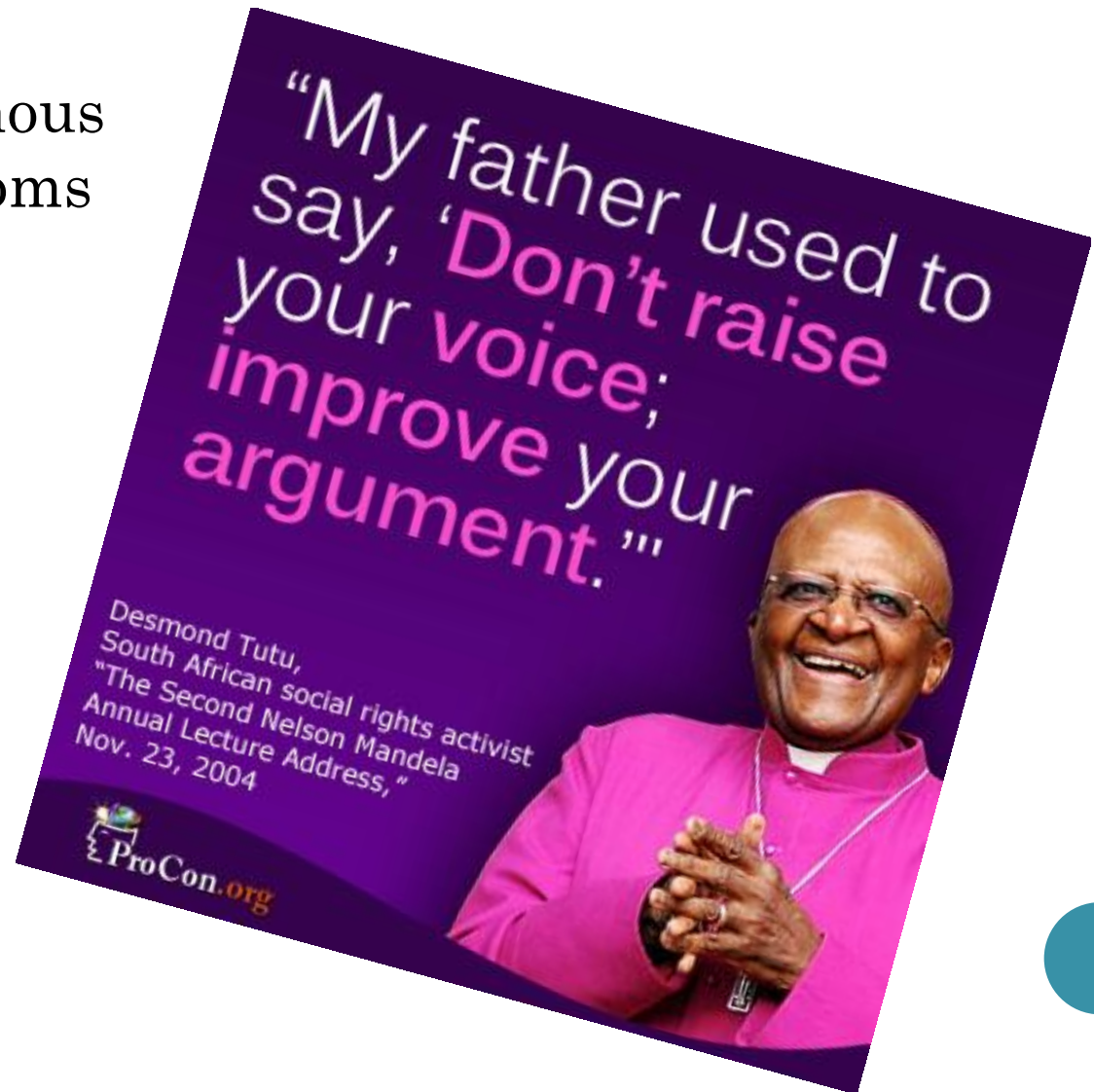
How would you use these strategies in your classroom?

What materials do you already have that you could adapt for these strategies?



MORE WAYS TO PRACTICE

- Paraphrase famous or quotes or idioms



READ AND EVALUATE MODEL TEXTS

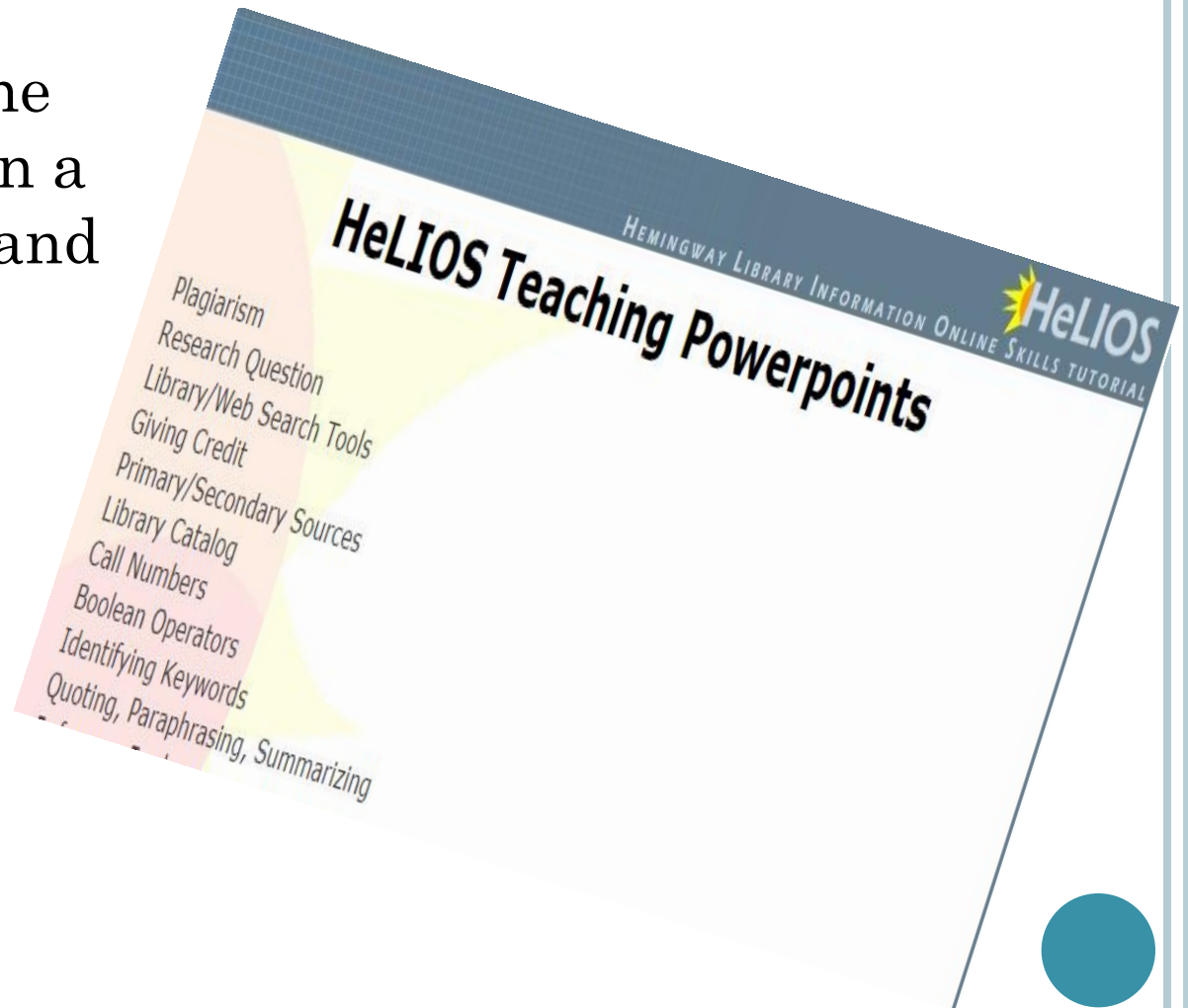
Which one is the better paraphrase of the original text? Why? What's missing or inaccurate about the other?

Most Americans were taken by surprise when the second wave of feminism swept the nation in the 1960s. Women's rights had been considered a dead issue in the words of *Life* magazine, feminism seemed "as quaint as linen dusters* and high-button shoes." Supposedly, it lost its relevance once women won the vote. (Davis, *Moving the Mountain*, p. 26.)

By the 1960s, feminism was again a hot topic, and most people were taken by surprise. Many people thought that the battle for women's rights was over when women won the right to vote. In the 1960s, to almost everyone's surprise, the feminist movement reappeared and became a force to be reckoned with. Surprisingly, no one realized at the time what consequences would result from the second wave of feminism.

MORE WAYS TO PRACTICE

- Show models of the difference between a good paraphrase and plagiarism.



PARAPHRASE OR PLAGIARISM?

- *A decade ago, most job search authorities would have said showing off tattoos and body piercings is a surefire way to get your resume placed in the "No Way!" pile. However, times have changed. With some surveys indicating that more than one-third of young people now sport tattoos and other forms of body art,*

*Ten years ago, **most job search authorities would have said** that tattoos would have eliminated you from possible contention for a position. **Times have changed.** **More than one-third of the younger generation now sport tattoos.***

Taken from

HeLios



BETTER?

- *A decade ago, most job search authorities would have said showing off tattoos and body piercings is a surefire way to get your resume placed in the "No Way!" pile. However, times have changed. With some surveys indicating that more than one-third of young people now sport tattoos and other forms of body art*

Just 10 years ago, people in charge of hiring would have placed resumes of people with visible tattoos and body piercings in the discard pile. Today, that policy has changed. A significant percentage of younger generation employees have tattoos or other body marks.

*Taken
from HeLios*



WHICH IS BETTER...WHY?

- Political campaigns vary in the effectiveness with which they transmit their messages via the news media. Effective tactics recognize the limitations of both the audience and the media. Many voters are not deeply interested in politics and as a result have trouble keeping track of multiple themes explained in dense detail. By the same token, television is not willing to air lengthy statements from candidates. *The Challenge of*
- Most political campaigns simply do not take into account voter limitations. Instead, candidates assume that the typical voter is deeply interested in political issues. The truth is that the typical voter cares more about a candidate's image than about the candidate's political position.

Democracy – Janda



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- Not all political campaigns use the news media with equal effectiveness. Those that are successful recognize that television is not willing to air long, detailed explanations and that a large portion of the voting public is not deeply interested in politics and therefore has difficulty understanding issues that are complex and detailed.



RESOURCES

The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/history-by-era/early-republic/resources/our-constitution-bill-rights-grades-7-9>

<https://www.gilderlehrman.org/history-by-era/government-and-civics/resources/preamble-us-constitution-pledge-allegiance-and-declar>

ReadWriteThink

<http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html?tab=4-session1>

Prudue OWL

<https://owl.english.purdue.edu/owl/owlprint/930/>

<https://owl.english.purdue.edu/owl/resource/619/02/>

Kelly Gallagher Article of the Week

<http://www.kellygallagher.org/article-of-the-week/>

See Handout for **Resources** and more!



QUESTIONS AND COMMENTS?

Thank you for your participation!



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