Paraphrasing: A Sequence of Lessons
Using Short Shared Reading Sessions to Improve Students’ Reading Comprehension

Paraphrasing as a mental process - The student that can paraphrase mentally as a reader IS the student who doesn’t plagiarize as a writer!! If you really understand the text, you are able to paraphrase – this needs to happen before a student can meaningfully integrate textual evidence from background research into his/her writing.

Progression of Lessons for Teaching Paraphrasing

<table>
<thead>
<tr>
<th>Introduce the strategy</th>
<th>The next step</th>
<th>The final step</th>
</tr>
</thead>
</table>
| • Shared Reading with teacher modeling and student turn and talk: paraphrasing to a partner and mentally to oneself  
• Review the chunk of texts that partners paraphrased with  
• No writing involved | • Teacher chunks the text  
• Chunks can be very short for struggling readers  
• Chunks should be relatively short when the strategy is first introduced.  
• Practice using this same process for a week | • Collect sample from each student to assess use of strategy  
• After students are comfortable using this strategy, allow for longer chunks of texts both in teacher modeling and student partner work  
• Start with short sections of text  
• Gradually increase sections of text  
• Refer back to margin notes to help with this.  
• If students struggle, or if a text is particularly challenging, return to step 1 (paraphrasing to a partner without writing) |
| **The next step** | • Shared Reading with teacher modeling and student turn and talk: paraphrasing to a partner and mentally to oneself  
• Add annotating with notes in margin  
• Minimal writing involved – words/phrases in margins | **The final step** |
| • Shared Reading with teacher modeling and student turn and talk: paraphrasing to a partner and mentally to oneself; annotating with notes in margin; writing words/phrases in margins. Add stopping at teacher selected points in the text to paraphrase in sentence form.  
• Paraphrasing mentally to oneself and in the form of full sentences. | **The final step** |

Ultimate goal is for students to select relevant info from background research and weave it into their explanations in their own words, citing sources. Think of the paraphrasing strategy as a ladder of steps that will help students attain this goal:

1) Paraphrasing out loud to a partner using short chunk of text
2) Paraphrasing mentally and chunking the text independently
3) Paraphrasing mentally and annotating text in margins
4) Selecting relevant information as you read or after reading when you look back at your notes in margin
5) Paraphrasing the relevant evidence in written form