Handout 1

Evaluating Paraphrasing

Words – Phrases – Sentences – Paragraphs

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

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

* Place a checkmark in the “C” box.

2. “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.

3. “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.

Handout 2

**Lesson 1 – Paraphrasing Words**

Directions: Paraphrase each word by writing a word or words with similar meaning in the space provided.

Here are some examples of paraphrased words.

Odd - **strange** Acknowledge - **recognize** Thrive - **grow well**

**Observe**

possibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

essential \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

absorb \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Working Together** C

reproduce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

survive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

**On Your Own** C

important \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

depend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

sources \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □

Handout 2

**Lesson 1 - Seed Plants (#35)**

- from Six-Way Paragraphs, Introductory Level (GL 4-5)

 What plants do you see in your neighborhood? Trees such as maple and ginkgo and flowers such as geraniums and columbine are possibilities. Fruit crops such as strawberries, pumpkins, and corn may grow in some gardens. You’re also likely to see grass and weeds. All these plants, and most others we see, are seed plants. Seed plants – plants grown from seeds – need water, sunlight, and minerals to thrive.

 All seed plants have three main parts, roots, stems, and leaves; some seed plants also have flowers. Each part of a plant is essential for its continuing growth. Roots grow downward into the soil or toward water. As the roots branch out throughout the soil, they absorb water and minerals. The roots of some plants also store food to help the plants survive the winter. Roots act as an anchor, holding the plant firmly in the soil.

 Most stems grow above ground. Some seed plants, however, have special stems that grow underground. For example, onions and tulips have bulbs, which are stem parts that grow underground. Stems have tubes that carry food, water, and minerals, throughout the plant. Stems also grow leaves and hold them up toward sunlight. Green plants use energy from the sun to make food through photosynthesis, which takes place in the leaves and sometimes in the stems of seed plants.

 Seed plants form seeds to reproduce new plants. Some form seeds, such as pinecones and acorns, on branches of leaves. Other plants have flowers that make seeds inside a fruit, such as apples and cucumbers. The seeds of all plants grow into new plants, many of which play important roles in our loves. Most importantly, we depend on seed plants as sources of food for animals and for ourselves.

Handout 3

**Lesson 2 – Paraphrasing Phrases**

- for use with The Seneca Falls Convention (#74) from Six-Way Paragraphs, Middle Level

A phrase is a small group of words that has meaning. Paraphrase each phrase by rewriting it in your own words in the space provided.

Here are some examples of paraphrased phrases.

wandering around town - walking all over the place

an enormous impact – a big impression

**Observe** C W M

in a remote corner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

a few dozen people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

spoken in public \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

**Working Together** C W M

natural born speaker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

opposition to the resolution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

act of monumental daring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

**On Your Own** C W M

expressed outrage and disgust \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

set in motion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

tear down the nation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ ☐ ☐

Handout 3

**Lesson 2 - The Seneca Falls Convention (#74)**

- from Six-Way Paragraph, Middle Level (GLE 8-9)

 In 1848, Seneca Falls was a rural town in a remote corner of upstate New York. One small notice in the local Seneca County Courier announced that public meetings would be held in the Wesleyan Chapel on the subject of women’s rights. A few dozen people were expected to attend, but to the astonishment of the organizers, hundred’s of women showed up.

 Elizabeth Cady Stanton (1815-1902) had never before spoken in public; few women in America had. As Stanton began, however, she discovered that she was a natural-born speaker. “Resolved,” she read from the *Declaration of Sentiments and Resolutions*, ‘that it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.” As expected, there was opposition to the resolution, but to Stanton’s great relief and joy, it passed. Elizabeth Cady Stanton learned she was not the only one in America who believed women deserved the right to vote.

 The public expressed outrage and disgust. Newspapers reacted as if the women had set out to tear down the nation. One paper accused them of trying to “upheave existing institutions and overturn all the social relations of life.” The clergy was outraged too. The women were accused of undermining organized religion and blaspheming God.

 But something had been set in motion. More women’s rights meetings were held, and two years later the first National Women’s Rights Convention was held in Wooster, Massachusetts. When women finally gained the right to vote in a national election, in 1920, only one woman who had attended the Seneca Falls convention was still alive to cast her vote – 72 years after Elizabeth Cady Stanton’s act of monumental bravery.

Handout 4

**Lesson 3 - Swim Safely**

- from Timed Readings Plus, Book One (GL – 4/5)

 Swimming is enjoyed by people of all ages, from the very young to the very old. All over the world, people swim for fun. There are many places where people can enjoy swimming. People swim in lakes, oceans, and rivers. Some swim in pools. Many schools, motels, apartment buildings, and clubs have indoor or outdoor pools. Some families have pools in their yards.

 Swimming is one of the best forms of exercise. It can improve heart action. It also helps the blood to circulate. Swimming will develop strong muscles. It will even strengthen the lungs. People who are disabled and can’t enjoy other sports can keep their bodies in better condition by swimming.

 There are basic rules for water safety that can help save your life. These rules can also help you save the life of a friend. First of all, know how to swim. Many schools give lessons to children as part of their athletic program. Adults can learn to swim at public pools or recreation centers. Another rule to remember is never swim alone. Always swim with a friend and know where that person is in the water at all times. It is best to swim only in places where there is a lifeguard if you swim in the ocean or river, it is good to know about the tides and the currents.

Handout 4

**Lesson 3 – Paraphrasing sentences**

Directions – Paraphrase each sentence by writing it in your own words in the space provided.

Here is an example:

The elderly woman was overjoyed. The old woman was exceedingly happy.

**Observe:**

1. All over the world, people swim for fun.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. People swim in lakes, oceans, and rivers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Working Together:**

1. Swimming is one of the best forms of exercise.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C ☐ W ☐ M ☐

2. People who are disabled and can’t enjoy other sports can keep their bodies in better condition by swimming.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C ☐ W ☐ M ☐

**On Your Own:**

1. There are basic rules for water safety that can help save your life.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C ☐ W ☐ M ☐

2. Many schools give lessons to children as part of their athletic program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C ☐ W ☐ M ☐

3. Always swim with a friend and know where that person is in the water at all times.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C ☐ W ☐ M ☐

Handout 5

**Lesson 4 – Paraphrasing a Paragraph**

**Instructions:**

We will read the following paragraph together. Then identify the topic, main idea, and details.

OBSERVE – Learn by Watching

**Paul Bunyan Clears North Dakota**

- from Timed Reading Plus, Book One (GL 4)

 According to legend, the greatest logger of all was Paul Bunyan. Soon after he dug the St. Lawrence River, Paul got a letter from the king of Sweden asking him to cut down all the trees in North Dakota so that the Swedes could settle there. The king wanted the job done in one month, in time for planting.

|  |
| --- |
| Topic:Paul Bunyan |
| Main Idea:The folktale of Paul Bunyan claims he was the best lumberjack in history. |
| DetailThe king of Sweden sent Paul a request to clear the forests of North Dakota so the Swedish people could stay there. | DetailBecause the trees needed to be cleared in order to grow crops, the king asked Paul to get the job done in a month. | Detail |

Handout 6

Requirements for a Paraphrase

1. Must contain a COMPLETE thought

 - subject

 - verb

2. Must be totally accurate

3. No repeat sentences

4. Must make sense

5. Must contain useful information

6. Must be in your own words

7. Only one general statement per paragraph is allowed.

Handout 7

RAP STRATEGY

Steps for Paraphrasing

Step 1 Read a paragraph.

Step 2 Ask yourself, “What is the main idea of this paragraph? What are the details that support this main idea?”

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

Handout 8

Finding the Topic and Main Idea

Ask yourself these questions:

What is this paragraph about? What is the subject matter? (Topic)

*This paragraph is about*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does this paragraph tell me about \_\_\_\_(topic)\_\_\_\_\_\_\_\_\_\_\_?

*It tells me*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Places to look to find the main idea:

1. Look in the first or second sentence of the paragraph. Look in the last sentence of the paragraph.

2. Look for repetitions of the word or words and related words in the whole paragraph.

Handout 9

**Paraphrase Evaluation**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Passage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paragraph 1**

**To score: 1 or 0**

**If 0 – check reason in appropriate box(es)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | M I | D 1 | D 2 | D 3 |
| 1. Complete thought |  |  |  |  |
| 2. Accurate |  |  |  |  |
| 3. Repetitive |  |  |  |  |
| 4. Not Meaningful |  |  |  |  |
| 5. Not in paragraph |  |  |  |  |
| 6. Too General |  |  |  |  |
| 7. Not a Paraphrase |  |  |  |  |

1. Student’s oral response must be a complete thought.

2. The response must contain entirely accurate information that s/he states correctly.

3. The student’s response must not repeat previous information.

4. The response must make sense within context of statements previously made.

5. Information must be covered in paragraph. It may be true but it is not stated in the paragraph.

6. Response is too general or broad – student is making repeat general statements.

7. Student’s response must be substantially different from sentences in passage. Must use his/her own words.

Handout 10

MODEL PASSAGE

Wandering in the Wilds

(From: Timed Readings, Book 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.

Student Paraphrase:

*“This is about what to expect when you’re backpacking. This is about things to expect when your hiking. You won’t have running water when you hike. They have no tables. You’ll 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.

Student Paraphrase:

*“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.”*

 Experienced backpackers pride themselves on being able to travel light. With many, weight saving is a gem. 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 the cardboard. There are dozens of tricks to save ounces that add up to pounds.

Student Paraphrase:

*“This paragraph talks about how to travel light. Like you can cut off your toothbrush handle. Or put it in plastic.”*

Handout 11

**Paraphrase Evaluation**

Student Name: D.D. Date: 12-17-14

Passage: Backpacking

**Paragraph 1**

**To score: 1 or 0**

**If 0 – check reason in appropriate box(es)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | M I1 | D 10 | D 21 | D 30 | D 40 |
| 1. Complete thought |  |  |  |  |  |
| 2. Accurate |  |  |  | X |  |
| 3. Not from Paragraph |  |  |  |  |  |
| 4. Repetitive |  | X |  |  |  |
| 5. Not Meaningful |  |  |  |  |  |
| 6. Not in paragraph |  |  |  |  |  |
| 7.Too General |  | X |  |  |  |
| 8. Not a Paraphrase |  |  |  |  | X |

1. Student’s oral response must be a complete thought.

2. The response must contain entirely accurate information that s/he states correctly.

3. The student’s response must not repeat previous information.

4. The response must make sense within context of statements previously made.

5. Information must be covered in paragraph. It may be true but it is not stated in the paragraph.

6. Response is too general or broad – student is making repeat general statements.

7. Student’s response must be substantially different from sentences in passage. Must use his/her own words.