

# Uncommon Impact

## Paraphrase Planning

**Technique:** *Close Reading*

**Objective:** PWBAT improve their planning and execution of Paraphrase Text Dependent Questions in order to strengthen their Close Reading lessons.

**Description of Activity:** Participants will practice paraphrasing complex sentences and paragraphs from challenging texts to create exemplar student answers and use those to develop criteria for strong paraphrases.

**Estimated Time:** 30-35 minutes

**Prepping for your Session:** To prepare yourself for the activity, we suggest you:

- **Assign Pre-Reading** in order to help participants build crucial background around the technique. Use the excerpt from *Reading Reconsidered*, in soft copy on your drive. You can also refer them to the blog posts listed below. As the facilitator, you should also have done this pre-reading.
- **Review the Technique Notes:** If participants are not familiar with the common language of the technique, you may choose to include these as part of your session. You can find these on your drive.
- **Preview Session Video(s):** Decide which videos you'll show (if any). Take 10 minutes to review each clip and its talking points in advance.

**Plan the Practice:** Take about 15-20 minutes to familiarize yourself with these activity directions, adapt and/or print out the materials for your staff.

**Resources:**

- *Close Reading* pre-reading from *Reading Reconsidered* – on your drive

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## Paraphrase Planning Facilitator Directions

**Step 1: Introduction (5 minutes)** Define ‘paraphrase’ for participants and ask them to read the excerpt and examples provided. Ask participants to reflect on the differences between the paraphrase and summary and then share out with the group.

**Step 2: Review Criteria (4-5 minutes)** Direct participants to review the criteria for proficient paraphrases provided and jot down thoughts on what they would add or adapt to this criteria to if they were to share it with their students. Ask 2-3 participants to share their thoughts with the whole group.

**Step 3: Practice Paraphrasing (5-7 minutes)** Read the paraphrase definition, directions, and context aloud. Then, ask teachers to read the excerpt from “Harrison Bergeron” independently and paraphrase it.

**Step 4: Reflect and Revise (4-5 minutes)** Ask participants to trade paraphrases with a partner. Ask participants to read responses and plan feedback. Participants should exchange 1-2 areas of strength and 1-2 areas for revision. Then give 1-2 minutes for participants make revisions to their paraphrase.

**Step 5: Evaluate Student Responses (10 minutes)** Ask participants to analyze three student responses by identifying the criteria met and lacking in each student response. Then take four minutes to review each student answer as a group and have participants make any necessary changes or additions to their notes.

**Step 6: Review Advanced Criteria (5-6 minutes, optional)** Ask participants to review the advanced student paraphrase and jot down a list of the elements it includes (excluding the elements of a proficient paraphrase already discussed). With a partner, ask participants to review the criteria for advanced paraphrases provided and jot down thoughts on what they would add or adapt to this criteria based on their own list.

**Step 7: Draft Exemplars (5-10 minutes)** Using the *Close Reading* text that they brought, ask participants to select a 1-4 sentences from the text worthy of having students paraphrase. Ask participants to draft a proficient (and advanced, if you completed step 5) student response.

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## Paraphrase Planning (Cont'd) Facilitator Directions

**Step 8: Partner Share and Feedback (5-6 minutes)** Ask participants to exchange their excerpted lines and read their target response. Partners will provide feedback based on the paraphrase criteria developed.

Participants should give feedback in the following format.

- It was effective when...
- Next time try...

**Step 9: Action Steps (5 minutes)** Ask participants to develop action steps independently. Then ask 1-2 participants to share their action steps.

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## Paraphrase Planning Teacher Copy

Paraphrasing is restating a short text excerpt in your own words to express its meaning. It takes the point of view and perspective of the original and is different than a summary.

Example:

| Text Excerpt from <i>To Kill a Mockingbird</i>   |   |
|--|---|
| <p>I have never understood her preoccupation with heredity<sup>1</sup>. <u>Somewhere, I had received the impression that Fine Folks were people who did the best with the sense they had, but Aunt Alexandra was of the opinion, obliquely expressed, that the longer a family had been squatting on one patch of land the finer it was.</u></p> <p><sup>1</sup> the passing of characteristics within a family over generations</p> |   |
| Paraphrase   | Summary   |
| <p>“I had come to believe, though I’m not sure when or how, that people of stature were people who lived as wisely and well as they could given their circumstances but Aunt Alexandra believed, though she wouldn’t come out and say it directly, that status was based on how long you had been living on your land.”</p>  | <p>In this excerpt from <i>To Kill a Mockingbird</i>, Scout reflects on Aunt Alexandra’s subtly expressed prejudices, specifically her belief that a family’s possession of land over multiple generations gives them prestige.</p> |

How are the summary and paraphrase different?

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## Paraphrase Planning (Cont'd) Teacher Copy

What would you add or adapt to this criteria to if you were to provide it to your students?

### Proficient Paraphrase Criteria

- Restate all parts of the excerpt in own words
  - Aunt Alexandra has an inexplicable fixation with genealogy
  - I had been taught that good people were those that made moral choices despite the difficulties they faced in life
  - She subtly suggested that you were of good stock if you came from a family of who had lived on its land for many generations
- Mimic the excerpt's Point of View and Perspective
  - "Somewhere, I had received the impression..."
- Match the excerpt's verb tense
  - "I have never understood..."
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## Paraphrase Planning Teacher Copy (Cont'd)

**Directions:** Read the passage below and paraphrase the excerpt below.

**Context:** This is an excerpt from the beginning of Kurt Vonnegut’s short story “Harrison Bergeron,” in which the author describes what the character George thinks while watching ballerinas on television. The story is a work of dystopian fantasy that takes place in a world where everyone is perfectly equal and the government’s job is to make sure that no one excels at anything:

*—He tried to think a little about the ballerinas. They weren't really very good-no better than anybody else would have been, anyway. They were burdened with sash weights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.*

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**Reflect:** Trade with a partner. Make notes about the elements that make their paraphrase strong. Then provide 1-2 grows for revision.

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## Paraphrase Planning (Cont'd) Teacher Copy

**Directions:** Evaluate the three student responses below based on the criteria. Jot down the elements of the proficient paraphrase criteria that are fulfilled by the response and the elements that are lacking.

### Student A

*The story "Harrison Bergeron" took place in a dystopian world where equality is achieved by physically handicapping citizens. For example, ballerinas were forced to wear ugly masks and weights around their waists to mask their beauty and skills. At one point, a character named George watched them on the television, and he is unable to think because he was wearing a radio transmitter that lowers his intelligence.*

| Criteria Met | Criteria Lacking |
|--------------|------------------|
|              |                  |

### Student B

*George watches ballerinas dance on his television. The ballerinas are required to wear ugly masks and lug heavy weights around as they dance to stop them from appearing more graceful or beautiful than anyone else. George begins to question these handicaps, but his thoughts are mixed when the radio transmitter he is required to wear in his ear makes a sound.*

*George tried to think about the ballerinas. They weren't very good and no one was better than anyone else. They carried around weights and wore masks, so no one would see a talented dancer and feel bad about themselves. George was wondering if maybe dancers shouldn't be prevented from dancing beautifully, but he didn't get very far before a buzzer interrupted his thinking.*

| Criteria Met | Criteria Lacking |
|--------------|------------------|
|              |                  |

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## Paraphrase Planning (Cont'd) Teacher Copy

### Student C

*George thought it wasn't fair that ballerinas had to wear weights and things. As he begins to think about how this is wrong, but he can't keep his thoughts in order because he hears something in the radio transmitter he wears on his ear and it completely confuses him.*

| Criteria Met | Criteria Lacking |
|--------------|------------------|
|              |                  |

Here's an advanced student response. Excluding the elements of a proficient paraphrase that we've already discussed, jot down additional elements that make it advanced.

*George watched as ballerinas moved across his television screen wearing masks and cumbersome belt weights. They were perfectly average, he thought— no better a dancer or more stunning a face than anybody else. George began to question this when -CLANG!- he forgot what he was thinking.*

| Advanced Elements |
|-------------------|
|                   |

## Paraphrase Planning (Cont'd)



# Uncommon Impact

## Teacher Copy

Compare your list to this one. What would you add or adapt?

### Advanced Paraphrase Criteria

- Tone
  - Vonnegut's creates and ironic tone through the objectivity of the narrator.
  - For example he says George's thoughts were "scattered" by the radio transmitter. An advanced paraphrase might use "scrambled" or "strewn" instead of "destroyed" to mimic objectivity.
- Sentence structure
  - "They were perfectly average, he thought— no more nimble a dancer or more stunning a face than anybody else."
- Style and Diction
  - "George began to question this when -CLANG!— he forgot what he was thinking."
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## Paraphrase Planning (Cont'd) Teacher Copy

**Directions:** Using one of your own *Close Reading* texts, select an excerpt you might ask students to paraphrase. Identify the sentence or sentences you want them to paraphrase and then draft a proficient and advanced paraphrase response.. Be prepared to exchange with a partner for feedback.

### Proficient

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### Advanced

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## Paraphrase Planning (Cont'd) Teacher Copy

### My Action Steps

**Directions:** Describe two action steps you will take based on this *Close Reading* practice activity.

- **Example Action Step:** “When I plan my *Close Reading* lesson next week, I’ll direct students to make sure they match the author’s point of view and tense before they write.”

**Action Steps:**

1.

2.