

Teaching Academic Integrity:

Paraphrasing

About the Pack:

The Paraphrasing Pack consists of several resources ready to use in the classroom! Upon completing the activities, students will be able to:

- Describe what, when, and why to paraphrase in writing
- Apply a wide range of strategies to paraphrase different types of passages
- Recognize the importance of including accurate citations to paraphrased text

How to Use the Pack:

These resources were designed with flexibility in mind. Teachers may choose to conduct activities as a complete unit or may select the individual resources that make sense for their own classrooms.

The Paraphrasing Pack consists of the following resources:

Content	Intended Use
Paraphrasing Self-Assessment	Student Self-Assessment (pre- and post-)
Paraphrasing Video Lesson	Introduction/Direct Instruction
Paraphrasing Lesson (PPT alternative)	Introduction/Direct Instruction
Six Steps to Effective Paraphrasing Handout and Poster	Student Resource/Teaching Aid
Paraphrasing Graphic Organizer	Student Resource
Paraphrasing Checklist	Student Resource
Paraphrasing Practice PPT	Guided/Independent Practice
Paraphrasing Practice PPT Template	Guided/Independent Practice
Paraphrasing Practice Handout	Guided/Independent Practice
Paraphrasing Rubric Trait	Assessment
Paraphrasing Assessment	Assessment

Grade levels:

The Paraphrasing Pack is most suitable for students in grades 6-12. Content may be modified as deemed necessary by the teacher.

Common Core State Standards:

The Paraphrasing Pack aligns with the following CCSS:

Grade 6:

- [CCSS.ELA-LITERACY.W.6.8](#)

Grade 7:

- [CCSS.ELA-LITERACY.W.7.8](#)

Grade 8:

- [CCSS.ELA-LITERACY.W.8.8](#)

Grades 9-10

- [CCSS.ELA-LITERACY.W.9-10.8](#)

Grades 11-12:

- [CCSS.ELA-LITERACY.W.11-12.8](#)

Suggested Time:

If facilitated as a complete unit, it is recommended to spread out activities over 1-3 weeks. However, the student resources may be helpful to keep handy for students all year long!

About the Resources: Tips for Implementation:

As mentioned, these resources can be flexibly implemented to fit the needs of a classroom. If you applied as a unit, it is recommended to introduce each resource in the order it is presented:

- **Paraphrasing Self Assessment:**
May be used as a self-assessment before and/or after implementing this unit (or parts of the unit) in a classroom. Scaffold by reviewing each question with students to preview key points and build some foundational knowledge.
- **Paraphrasing Lesson:**
Introduce paraphrasing to students by using the presentation or video. Consider conducting a discussion afterwards to review the topics presented.
- **Six Steps to Effective Paraphrasing Handout and Poster:**
Review the poster and provide the handout for students to keep for future reference. Consider modeling these strategies so students gain a clear understanding of how to apply them. Be sure to draw connections between the lesson and the handout.
- **Paraphrasing Graphic Organizer:**
Intended to support students in determining the main idea and supporting points (a discussed strategy) to paraphrase a passage. Consider conducting an exercise with this resource and having the organizer accessible for future practice.
- **Paraphrasing Checklist:**
May be provided to students as a self-checklist to review upon completing a paraphrased passage. Intended to build self-monitoring skills, automation, and remind students of the steps to take to paraphrase. Consider having a stack of checklists available and asking students to include their checklists with paraphrasing assignments.
- **Paraphrasing Practice Presentation:**
May be presented as a game or guided practice. Read the Notes section in the PPT to brainstorm more ideas for implementation. There is also a template available to customize with relevant classroom content.
- **Paraphrasing Practice Handout:**
Intended to be used with the Paraphrasing Practice resource. Provide students with this handout in order to participate in the exercises presented in the practice presentation.
- **Paraphrasing Rubric Trait:**
Describes the skills students should gain during the paraphrasing exercises. Consider adding this trait to an existing rubric OR applying this trait as an assessment for any of the unit activities.
- **Paraphrasing Assessment:**
May be used to assess students' abilities to accurately paraphrase a passage. Choose passages at the their skill levels and ask them to paraphrase that passage. Build metacognitive skills by having students explain the steps they took to paraphrase. Consider applying the rubric trait to the assessment.

Ideas for Extension and Modification:

These **Extension** activities may challenge students and strengthen their understanding of paraphrasing:

- Split students into groups and have them become experts on a particular paraphrasing strategy from the Six Steps to Effective Paraphrasing Handout. Students can take turns teaching these strategies to the rest of the class.
- Divide students into pairs and provide them with the Paraphrasing Practice Template. Students can fill in the challenges with familiar passages and play the game with their partners!
- Choose passages representative of different skill levels and create many different versions of the Paraphrasing Practice PPT. Ask students to play the game in groups, challenging them at different levels.

These **Modifications** may help students who may need more support in paraphrasing:

- Split students into pairs to discuss each strategy from the Six Steps to Effective Paraphrasing Handout.
- Model how to use the Paraphrasing Graphic Organizer and be sure students have a copy available during independent practice.
- Provide students with several versions of a paraphrased text to demonstrate that a paraphrased text has many outcomes. Point out the consistent main idea and details for each version.